DOCUMENT RESUME

ED 337 227 JC 910 464

TITLE	Assessing Student Learning Outcomes: Performance Accountability Report.
INSTITUTION	Howard Community Coll., Columbia, Md.
PUB DATE	Nov 91
NOTE	85p.
PUB TYPE	Reports - Evaluative/Feasibility (142)
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	Academic Achievement; Access to Education; *Accountability; *College Outcomes Assessment; *College Planning; Community Colleges; Educational Environment; Instructional Improvement; Needs Assessment; *Outcomes of Education; Self Evaluation (Groups); Two Year Colleges

ABSTRACT

Prepared to document Howard Community College's (HCC's) progress in implementing its plan for assessing student learning outcomes, this performance accountability report describes the implementation of the plan as of November 1991, covering information gathered, actions taken, and proposed activities. Four strategic priorities which apply either in whole or in part to the assessment plan are detailed: (1) student learning and teaching excellence, including goals related to the achievement of learning objectives, student satisfaction, evidence of student learning, and teaching improvement; (2) student access, including goals related to educational opportunities, developmental services, institutional image, admissions and registration, facilities, and student financial aid; (3) the learning environment, including goals related to providing a physical, intellectual, and socio-psychological environment conducive to learning; and (4) customer service, which focuses on providing excellent service to students. For each priority, associated goals and indicators are listed and briefly discussed in terms of background and related measures. For each goal, a performance summary and a series of administrative recommendations are presented. Provided for each indicator are a chart which depicts current information, a rationale for and definition of the indicator, the source of the data the 3-year performance target, and a performance outcome and analysis. Where applicable, comparisons over time within the college and comparisons with a set of peer institutions in the Maryland community college system are provided. A preliminary activity and goal matrix is attached. (JMC)

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ASSESSING STUDENT LEARNING OUTCOMES

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PERFORMANCE ACCOUNTABILITY REPORT

HOWARD COMMUNITY COLLEGE

NOVEMBER 1991

JC 910464

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INTRODUCTION

This Performance Accountability Report on Assessing Student Learning Outcomes is the first progress report based on the Howard Community College's plan which was submitted to the Maryland Higher Education Commission in June of 1991. It is designed to describe the implementation of the plan as of November 1991, detailing the information gathered, outlining the actions taken, as well as addressing proposed activities.

The fundamental purpose of the student learning outcomes and assessment plan and report are to establish an evaluative information process which fosters student learning. This process will allow faculty and staff to evaluate student learning strengths and needs, and apply these findings to achieve systemic improvements to processes, curricula, programs, courses and instructional methods, as well as the services which support the fundamental teaching mission. This report illustrates the current status of the implementation of this system at Howard Community College.

This report is divided into two primary parts. The first part of the report is designed to familiarize the reader with the report. It consists of an outline of the organization of the report and explains the rationale for the organization. Alterations to the original plan are included to establish a clear audit trail of the changes. Plans are living documents and are constantly evolving as more information is obtained. The development of the plan and report are outlined to explain the process which underlies the production of both documents. While the plan and report are important, they can not stand alone, for the process supplies the context and in many ways is more important that the documents themselves. Finally, a summary of the current status of the process is considered, along with current and future actions.

The second part of the report is the main body of the report and is outlined in a hierarchical structure which is detailed in the following section. It serves as an information system as well as a collection of activities and recommendations.

ORGANIZATION OF THE REPORT

The Performance Accountability Plan and this Performance Accountability Report are extensions of Howard Community College's comprehensive planning and evaluation system. This assessment process has been integrated with the college's planning process and is organized along similar lines. The college's planning process begins with the college's mission and six strategic priorities derived from the mission. Under each strategic priority are a set of goals and for each goal a series of indicators is used to evaluate progress in reaching the goal.

In this report, four strategic priorities - Student Learning and Teaching Excellence, Student Access, Learning Environment and Customer Service, which directly apply either in whole or in part to the assessment plan, are detailed with their attendant goals and indicators. Within each strategic priority section, associated goals, and in turn, indicators that relate to these goals are listed and briefly discussed in terms of background and related measures.

For each goal there is a performance summary and a series of administrative recommendations. For each indicator there is a chart which graphically depicts current information, a rationale for and definition of the indicator, the source of the data, the three year performance target, and a performance outcome and analysis. Wherever possible, two types of comparisons are incorporated: comparisons over time within the college and comparisons to a set of peer institutions comprised of other Maryland community colleges.

In some instances indicators are suggested that are not yet developed. Where possible, estimates for future development are made; however, some indicators depend on outside agencies, only rough estimates can be given. In other instances, the measure has been developed, but the data is not yet available. The collection of this data is an ongoing effort at the college. Some measures, especially those requiring data gleaned from the Yearly Evaluation of Services by Students (YESS), provide baseline data for these measures and will be used for comparison in future years.

Plan Alterations Since the Initial Submission

Since the initial submission of the Performance Accountability Plan to the Maryland Higher Education Commission, there have been some modifications to Howard Community College's plan which appear in this report. Goals have been refined as they have been tied to strategic priorities and the Board of Trustees Information System. In essence, the document is the same; however, some strategic priorities have been reworded, some goals have been reworded or restructured, and some indicators have also been revised. These changes are detailed as follows organized along the lines of the report.

The first change which should be noted is the change in the outline format. Priorities were formerly labeled A, B, C, and D and their goals which followed were designated by the letter of the priority followed by a number for the goal. For example, goals under the strategic priority Student learning and Teaching Excellence which was labeled A, were A1, A2, A3, and A4. Under the new outline format, strategic priorities are labeled with Roman numerals (I through IV) and goals are listed alphabetically. A complete listing of these changes can be found in Appendix A. The changes listed below are all given in the new outlining format.

- **I. Student Learning and Teaching Excellence**

Two goals under this priority were reworded in order to more accurately reflect their association with the college's strategic priorities. The wording was modified for the following goals.
Goal B was originally stated, "*Students will express satisfaction with the quality of instructional programs.*" It is now stated, "*Students will express satisfaction with the quality of their educational experience.*" Goal D was originally stated, "*Faculty will be involved in professional development activities to improve teaching experience and student learning.*" It is now stated, "*The academic staff will be involved in teaching improvement activities designed to improve student learning.*"

Certain indicators were also modified. Under Goal A, because of the close link between the two indicators, graduation and long-term success rates were combined. The indicator for transfer rates was eliminated from Goal A and addressed in the new transfer success rates indicator under Goal C.

Under Goal B, course evaluations for credit students were added and program evaluations and enrollments were dropped in line with the alteration of the goal. Also, GPA at transfer institution under Goal C was replaced in preference of the new transfer success rates indicator. Under Goal C the course value added learning indicator was dropped, and the institutional value added learning indicator was replaced by the performance on national tests indicator. Under goal D, there are a number of changes as well. First, qualitative evaluations of faculty teaching projects and that assessment have not been included but have been performed. Second, although graduates' ratings on quality of program instruction have been dropped as an indicator, current students' evaluations of faculty performance for purposes of assessment has been maintained.

II. Student Access

Under student access goals were also changed. Goal B was reworded and goal C was broken into two separate goals. Goal B was originally stated, "*Preparation barriers to educational offerings should be reduced and/or eliminated.* It is now stated, "*Developmental services will be provided to allow students to participate in college courses.*" Goal C was divided into two separate goals in order to address college image and the admissions and registration process independently. Goal C was originally stated, "*Barriers to education including prior image, admissions and enrollment should be reduced and/or eliminated.*" It is now stated (New goal C), "*An image of openness and excellence reflective of the college will be maintained in the community;*" and (New goal D), "*An efficient and effective admissions and registration process will be emphasized.*"

Indicators have also been modified. Under Goal A, enrollment by subgroups was eliminated and the enrollment ratios by subgroup was split into two indicators, one for credit and one for credit-free. Under Goal B, placement testing scores, ESL performance and reports on counseling and tutoring were eliminated. They were considered redundant in light of other measures. Other indicators in this section were changed in tittle and definition, but the dimensions they were to measure remain the same. Under goals C and D (which previously were part of the same goal), overall college image was replaced by quality and selection factors, and enrollment by high school was replaced by enrolled applicants ratio. Under goal E, services for the disabled and student evaluation were replaced by disabled student evaluation of facilities.

Indicators for Goal F on financial aid barriers were restructured. Financial aid indicators have been combined in such a way as to give a more meaningful picture of HCC's management of financial aid as it exists. Previous indicators on financial aid students and funds are now included in the new eligibility/ receiving ratio indicator, which measures the percent of students who are receiving some form of financial aid as a percent of those students who qualified for aid. Student reported needs has been dropped until a better measure for this indicator can be developed.

III. Learning Environment

Indicator changes in the Learning Environment section involve Goal A. To better examine HCC's response to evolving needs in its physical environment, the facilities availability indicator has been modified to include space requirements projected five years hence in addition to current levels. The equipment needs indicator has been altered from a qualitative to a quantitative measure. Under goal B, the laboratory assessment indicator was expanded to include nursing, computer and CAD labs, giving a more complete picture of HCC's level of satisfaction. In Goal C, the cultural/intellectual activities indicator was eliminated to focus on student assessment of these activities rather than

reporting the number and types of activities offered to students and their participation in these activities. The same was true for sports programs assessment.

IV. Customer Service

Only one change has occurred under this priority. The indicator for the attitudes of faculty and staff towards students has been moved to from the last priority on learning environment to customer service.

Development of the Plan and Report

Howard Community College's planning system has evolved steadily over time and has been employed to enhance all aspects of the college's educational mission. The performance accountability plan and this performance accountability report are integral parts of this process and as such have benefitted from the elaborate review and approval procedures developed to support the planning process.

To determine the most appropriate measures to be used and the process to be employed, the performance accountability plan was developed with considerable involvement from those units and persons directly involved in the implementation process. Faculty input was especially important given their expertise relative to the substantive nature of the plan. Faculty responsible for teaching developmental courses were consulted to ascertain appropriate goals and measures for the plan. Members of the Student Learning Outcomes Committee were consulted for information on learning outcomes in general and on basic skills programs in particular. The Value Added Task Force chairperson was also consulted to address issues related to value added education at all levels. Consultations also included much of the Continuing Education staff, the management team as well as other concerned members of the college community. The plan was also reviewed by the College Council which includes representatives of the student body as well as all constituency groups at the college. Finally, the plan was reviewed and approved by the President's cabinet and the college Board of Trustees.

The development of the performance accountability report was reviewed as part of the college's ongoing planning process and also involved a great degree of college input. The final report was developed in stages and at each stage of the process a review was conducted. This iterative process resulted in a report and process which are fully integrated.

Definitions for the indicators, their three year performance targets, and performance outcomes and analyses were initially reviewed by the college management team. When this step was completed, each strategic priority, their goals and indicators were then reviewed once more by committees appointed to finalize performance targets and review goals. Additionally, goal performance outcome summaries were reviewed by the committees. These were in turn reviewed by the President's Cabinet and the Board of Trustees. Copies of the information were also distributed to the college community as a whole, including faculty, students, and members of the college staff. Every effort has been made to include all members of the college community, faculty, staff and students in the process.

CURRENT STATUS SUMMARY

Assessing student learning outcomes is an extremely difficult undertaking as witnessed by the nationwide struggle with this issue in higher education over the last decade. Howard Community College's performance accountability process has been designed to address both direct measures of student learning outcomes as well as those areas which are thought to lead to improved learning outcomes as a means of addressing this complexity. This approach allows the college to take actions which directly speak to student learning as well as those actions which may plausibly, albeit indirectly, influence the process.

While issues of performance accountability and student learning measurement are extremely important, an equally significant aspect of the process is the action plan developed to address student learning outcomes. The focus on priorities, goals and outcomes is meaningful only to the extent that they are utilized to promote actions. Issues of performance accountability and student learning measurement are extremely complex; however, developing action plans based on this information base is no less complex. They are in fact the agents of change that require dual judgement. Action plans must be evaluated both as to their completion and their efficacy as agents of change. While the former criteria refers to the completion of the program and is relatively easy to judge, the latter relates to the theoretical connection of the program to the outcome which is extremely difficult and sometimes impossible to judge. Action plans and their individual activities must therefore be chosen with care and the uncertainty of their intended effects must be accepted.

A review of the process the college has followed to date and the status of each step is as follows. While the process as it is presented appears to be strictly sequential, at each step a number of iterations occur as the steps are completed.

First, develop strategic priorities and goals which define the purposes behind the process. This step has been completed, although like all subsequent stages it is constantly refined as evidence and circumstances dictate.

Second, develop indicators which will measure performance along the dimensions set for each goal. While the set of indicators has been agreed upon, not all of the indicators have been fully developed. In some cases, they have not been fully defined pending the availability of data and an analysis of its usefulness once obtained. In other instances, the definitions have been agreed upon but the data is not yet available or has not been compiled as of the date of this report. The total set of indicators is comprised of 53 single and multiple indicators. Of these, 41 (77 percent) have been completed. Of the remaining 12 indicators, 8 have been defined, but the information has not yet been obtained to complete them. In most cases, the information can be obtained and the measures completed in the next six months. The remaining four still require some refinement and further analysis to complete.

Third, set performance targets for the next three years after a review of the available indicator data. These targets as well as a brief analysis for each indicator have been completed for all of the indicators which were fully developed in the previous step.

Fourth, Analyze performance for each goal based on the targets and indicator analyses. These performance outcome summaries are developed after looking at the entire set of indicators for each

goal. Additionally, based on the indicators and summary level goal performance information, develop a set of administrative recommendations for each goal. To date either preliminary or final administrative recommendations have been developed for each of the goals in the plan. Some are more detailed and refined than others and work is continuing on the final set of administrative recommendations.

Fifth, develop activities for college administrators and faculty which are designed to address the goals and indicator performance targets. For administrators the activities are based on the administrative recommendations developed for the individual goals. For faculty members, individual projects are developed with the Dean of Instruction which touch on issues of student learning and teaching excellence. Faculty projects have been assigned for this fiscal year and administrative projects are currently being finalized. Administrators have suggested activities based on the recommendations and these are currently being evaluated by the Cabinet. The final list of activities for administrators will be complete within a month. A list of the tentative projects for administrators and the goals they are designed to affect are located in Appendix B.

Sixth, and finally, assess the impact of the activities on the learning outcome goals through repeated indicator measurement. This evaluative stage of the process has not yet begun and will not be begun until the end of FY 1992. At that time the college will assess the completion rate of its activities and begin to ascertain if measures show positive change based on the actions taken. This process will most likely take a number of years before a meaningful set of impacts can be measured.

I. Student Learning and Teaching Excellence

The primary product of any educational institution is learning in all of its manifestations. Learning, of course, occurs everywhere, but the process of passing the culture's significant knowledge, attitudes and skills from one generation to the next must be carried out thoroughly and efficiently if society is to grow and prosper. Formal classroom teaching is the primary medium for delivering the culture's significant knowledge, attitudes and skills to those in society who want and need them. The degree to which students acquire this knowledge is partially a function of the quality of teaching. To ensure that teaching excellence occurs, each individual faculty member must work continually to improve his or her teaching methods and skills and to keep abreast of the current developments in his or her field.

Goal A: Students will achieve their stated learning objectives.

Goal B: Students will express satisfaction with the quality of their educational experience.

Goal C: Evidence of student learning will be demonstrated, including measures of value-added education.

Goal D: The academic staff will be involved in teaching improvement activities designed to improve student learning.

GOAL A: STUDENTS WILL ACHIEVE THEIR STATED LEARNING OBJECTIVES.

Discussion of Goal: Students attend community colleges for numerous reasons. Among these are career training, transfer to four year institutions, updating skills, changing jobs, personal enrichment, etc. Information on student goals is gathered when students enter and when they graduate. This goal will produce a wide array of measures related to student goal achievement.

Indicators:

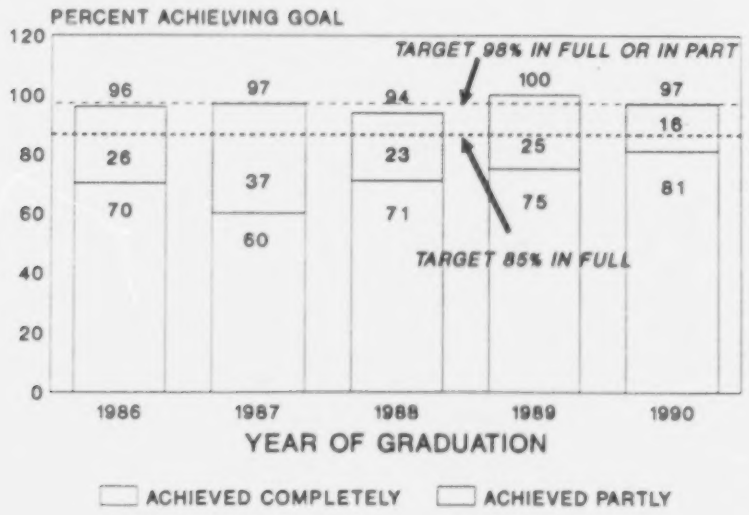
1. Graduates' Goal Achievement
2. Long-Term Success Rates
3. Employment in Field
4. Transfer Goal Achievement
5. Student Retention
6. Continuing Education Goal Achievement

Goal Performance Outcome Summary: Although slightly below the performance target, the vast majority of HCC graduates indicate that they have achieved their most important goal either in full or part while at HCC. The percentage who indicate full goal achievement is steadily rising but still slightly below the performance target. Another measure of goal achievement is whether students who indicate transfer as a goal have actually transferred one year after graduation. HCC is well below the performance target of 80% but comparable to other Maryland community colleges. This rate may be significantly affected by career program graduates who report transfer as a goal but are actually unprepared to transfer. Other indicators of success are the performance of first-time full-time students at HCC, a special group whose goal normally is to move through the educational system in a traditional pattern. HCC students in this category are well below both the performance target and the rate for other Maryland Community Colleges in terms of the percentage who have graduated, transferred, or are still enrolled four years after entering HCC. Although there is evidence that this rate is always lower for community colleges in affluent areas that are close to numerous four-year colleges, the college needs to work to improve this measure. The retention rate between fall and spring semesters for this same group of students is slightly below the target rate. This obviously has a significant effect on the overall success rate. In evaluating the success of graduates of career programs, the percentage of HCC career graduates who attain employment in field by one year after graduation is below the performance target but comparable to other Maryland Community Colleges. This rate may be affected by economic conditions and by changes in plans by the students, but the college should determine reasons why graduates are not employed in field and work to improve this rate. No data on student goal achievement for continuing education students is available after 1988, but this data indicates that HCC continuing education students in 1988 reported achieving their goals at a rate similar to that of other Maryland Community Colleges but not at a rate equal to the target. New data needs to be collected and evaluated.

Administrative Recommendations:

Establish and evaluate indicators and performance targets for measuring goal achievement of the general student population.
Develop a survey of withdrawing students to determine reasons for attrition.
Identify and outline programs to retain at-risk student populations.
Identify programs with low success rates and develop strategies to improve these programs.
Establish a student database which will track student progress.
Implement an in-house course evaluation system in continuing education.
Evaluate career counseling and advising to ensure that students enroll in programs consistent with their goals.

1. Graduates' Goal Achievement



Rationale for Indicator: Students who graduate from HCC should express high goal achievement if programs are academically sound.

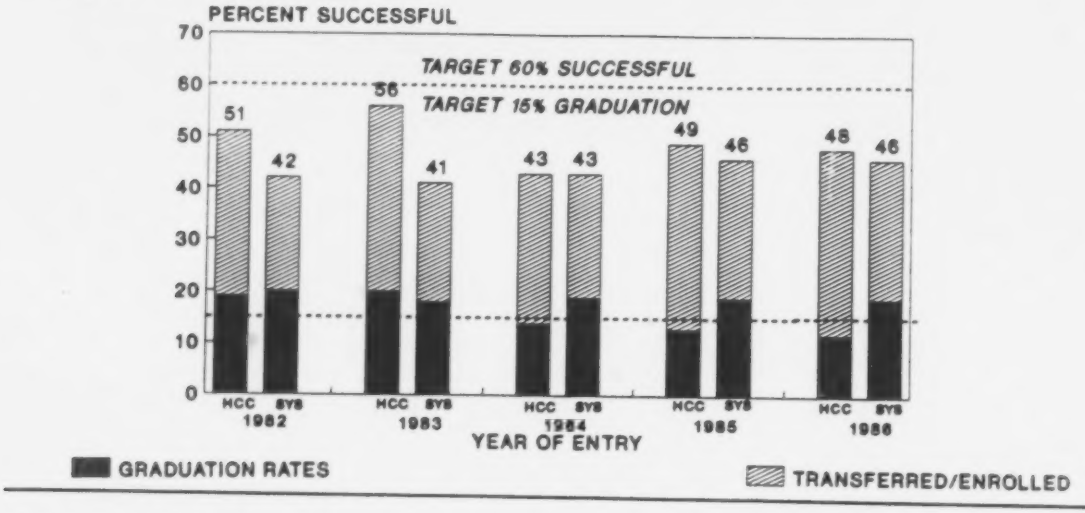
Definition of Indicator: Ratings by graduates of their goal achievement. Graduates are asked if they achieved their most important goal in full, in part or not at all.

Source: Graduate Follow-Up Survey conducted annually, one year after graduation.

Three-Year Performance Target: 98% of graduates will achieve their goal in full or in part.
85 % of graduates will achieve their goal in full.

Performance Outcome and Analysis: The overall target has been met 4 of the past 5 years and was 94% in the other year. The percentage of graduates who have completely achieved their goal has increased steadily over the past four years from 60% in 1987 to 81% in 1990. The overall measure of goal achievement clearly indicates that the vast majority of graduates are achieving their educational goals in full or part while at HCC. The fall in partial achievement and rise in complete achievement is a further indication that graduates met their educational objectives while at HCC.

2. Long-Term Success Rates



Rationale for Indicator: One group of students who attend HCC are the traditional, first-time full-time students. It is reasonable to expect that these students intend to pursue a degree, and, therefore, should have graduated or transferred, or should still be enrolled at HCC four years after entry.

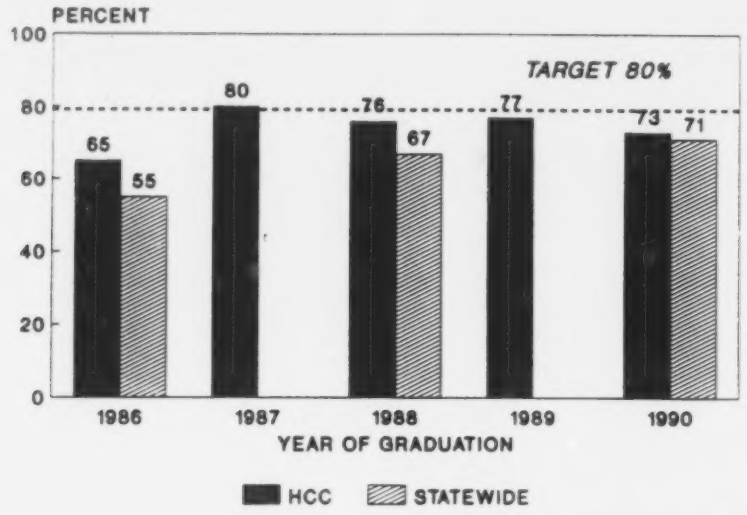
Definition of Indicator: Cohort analysis of first-time full-time students four years after entry. Students are judged to be successful if they have graduated, transferred, or are still enrolled.

Source: Maryland Higher Education Commission Report (MHEC), status of freshmen four years after entry, completed annually.

Three-Year Performance Target: 60% of all first-time full-time students will be successful, including at least 15% who will graduate.

Performance Outcome and Analysis: The overall success rate has hovered around 50% the past two years for students entering in 1985 and 1986, after fluctuating in the two prior years. A high of 56% for 1983 entrants was followed by a low of 43% for 1984 entrants. Success rates for HCC are slightly higher than system-wide rates for other Maryland community colleges. Although it is unrealistic to expect rapid improvement in this measure given the open access policies of community colleges and the drop-in/drop-out enrollment patterns of community college students, the college should develop methods to gradually increase this measure to the 60% performance target. The graduation rate of HCC students is below the rate for other Maryland community colleges; however, analysis shows that graduation rates will normally be lower at community colleges in close proximity to four year colleges and in affluent areas. This is because students transfer without degrees at a higher rate. The graduation rate is also affected by admissions policies at four year institutions, employment opportunities in the area, and other variables that are beyond the control of HCC. However, the college should work to develop ways to gradually increase to the performance target of 15% with special emphasis on increasing graduation rates for minority and at-risk populations. The college should also examine the graduation rate by program to determine which programs have low graduation rates and should then proceed to determine reasons and solutions for these low rates.

3. Employment in Field



Rationale for Indicator: As with transfer and graduation, career training is an important goal for community college students. This measure requires that students be both properly trained and trained in the fields where appropriate employment will be available upon graduation.

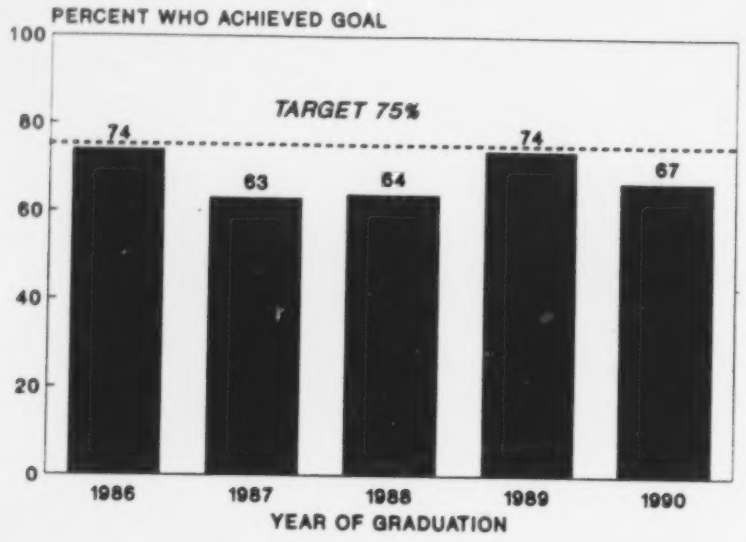
Definition of Indicator: Percentage of all graduating career students who attained full-time employment in their field or a related field.

Source: Graduate Follow-Up Survey conducted annually, one year after graduation. Statewide data not available for 1987 and 1989.

Three-Year Performance Target: 80% of graduating career students will achieve employment in their field.

Performance Outcome and Analysis: After a high of 80% in 1987, the percentage dropped to 73% by 1990. Although the percentage of career graduates achieving full-time employment has not met performance goals and has dropped in 1990 to 73%, information indicates that rates for HCC are similar to those for other community colleges in the state. A number of reasons may be responsible for the drop in employment, including a slow economy resulting in a lack of jobs in the students' career fields or a change in plans by the career students. Further analysis indicates that many graduates have changed their plans; that is they are transferring, furthering their education while working part time, etc. Therefore, the overall employment rate for students is reasonable. The college should determine the specific reasons why career graduates are not employed in their field. After the reasons are determined and analyzed, the college should develop a plan to reach the performance target of 80%, if appropriate.

4. Transfer Goal Achievement



Rationale for Indicator: The ability of students to achieve transfer if it was one of their goals is an indication of how well the college prepared students for transfer.

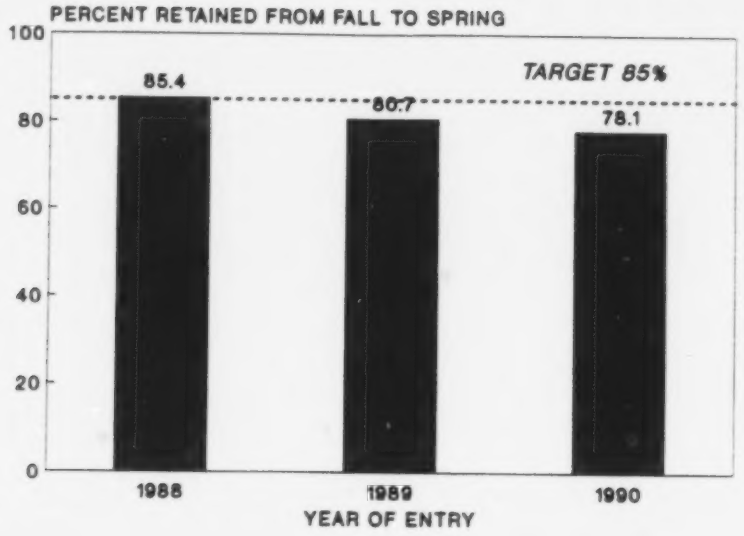
Definition of Indicator: The number of graduates who transferred as a percentage of those who reported transfer as a goal. Graduates are considered to have transfer as a goal if they selected it as an important reason for attending HCC and if they have taken classes at a four-year institution since graduating from HCC.

Source: Graduate Follow-Up Survey conducted annually, one year after graduation.

Three-Year Performance Target: 75% of graduates will achieve their goal of transferring.

Performance Outcome and Analysis: Transfer goal achievement has fluctuated between 74% and 63% over the past 5 years; the level in 1990 was 67%. This is well below the goal of 75%, but the results are comparable to results for other community colleges. Given the nature of this measure, it is likely that the percentage of students who achieve their transfer goal will be lower than originally anticipated. Students completing the survey may choose any number of goals from among the nine goals listed, and there is no ordering among the goals that the students choose. It is common for students who have actually completed career programs that do not qualify them for transfer to select transfer as a goal. This indicator should be reoperationalized to better determine those students for whom transfer is the major goal and who have completed programs leading to transfer.

5. Student Retention



Rationale for Indicator: Students must be retained if they are going to accomplish their goals. Because many measures of student success are only available years after a student enrolls, retention rates between fall and spring semester provide a valuable early indicator of success. It is also reasonable to assume that first-time full-time degree seeking students in fall quarter intended to enroll spring quarter and that a high rate of retention should be expected among this group.

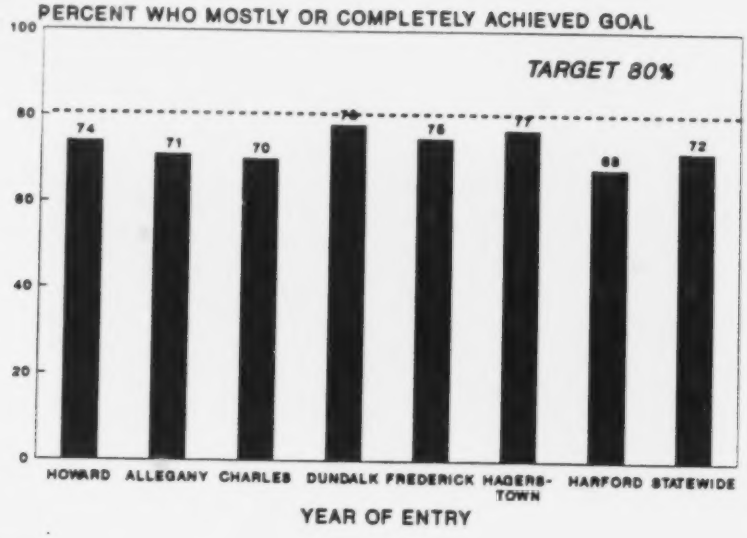
Definition of Indicator: Retention of first-time full-time degree-seeking students from fall to spring semesters.

Source: HCC Student Database.

Three-Year Performance Target: 85% of students entering in the fall will return in the spring.

Performance Outcome and Analysis: The percentage of first-time full-time degree seeking students returning for their second semester has dropped from 85% in Fall 88 to 78% in Fall 90. The measure has fallen from target level in 1988, and there is no comparable data from other colleges.
The retention rate of first-time full-time degree seeking students between their first and second semesters is an indicator which can signal permanent losses of students early in their educational experience and lower percentages of overall student retention. Early action at this level could prove beneficial in improving overall student success levels. The college should analyze the reasons for the current 22% loss of first-time full-time students between fall and spring semester and develop appropriate plans to reach the 85% performance target.

6. Continuing Education Goal Achievement



Rationale for Indicator: As continuing education courses play a larger role in community college education, measures of student achievement in these courses should be an integral part of the college's overall plan for measuring student success.

Definition of Indicator: Measurement of student goal achievement from a survey of current continuing education students. Those who reported that their goal was completely or mostly met are judged to have achieved their goal. Those who responded that their goal was fairly well met, met only a little, or not at all, were judged as not achieving their goal.

Source: SBCC Continuing Education Student Follow-Up Report, Sept. 1988 (One-time report).
An HCC in-house survey of students will be used beginning in FY92.

Three-Year Performance Target: 80% of students will achieve their stated course goals.

Performance Outcome and Analysis: The one-time SBCC survey results show 74% of HCC students achieved their goal, which is slightly higher than the statewide average of 72% but slightly below the performance target of 80 percent. When the HCC survey is administered in FY92, the data should be analyzed to determined which courses fall below the performance target and plans should be implemented to improve in these specific areas.

GOAL B: STUDENTS WILL EXPRESS SATISFACTION WITH THE QUALITY OF THEIR EDUCATIONAL EXPERIENCE.

Discussion of Goal: This goal is designed to ascertain overall student satisfaction with the educational programs at HCC. This is a measure of program quality.

Indicators:

1. Transfer Preparation
2. Employment Preparation
3. Student Course Satisfaction - Continuing Education
4. Student Course Satisfaction - Credit Courses

Goal Performance Outcome Summary: Student rating of transfer preparation is currently slightly below the performance target. Student rating of employment preparation is 9% below the target of 80%. No statewide data is available at this time to determine if this performance target is realistic, and the current recession is possibly having a negative effect on the ability of students to find appropriate employment. Student ratings of satisfaction with continuing education courses is only available from 1988 and is 8% below the goal of 90%, which was based on the statewide average of 89%. It is felt that new program evaluation procedures implemented in continuing education since 1988 will reflect an improvement when new data is available. This target also needs to be examined to determine how HCC compares to community colleges in metropolitan areas that are demographically similar to HCC. Data on student course satisfaction in credit courses will be available at the end of the fall semester of 1991.

Administrative Recommendations:

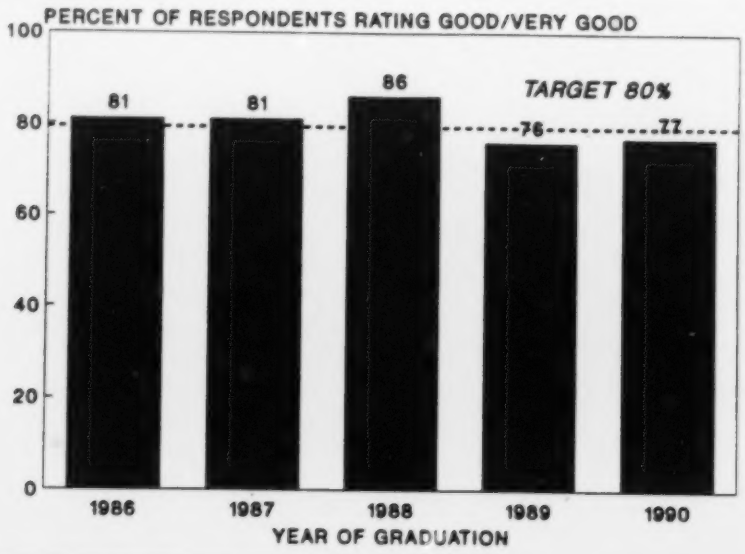
The college should develop a system for periodically reviewing and evaluating career programs based heavily on input from industry and on economic development data. Student opinions should also be part of the review. Programs which are ineffective should be deleted or modified.

The college should develop a system for periodically reviewing transfer programs to ensure transferability of all courses and to ensure course and program content that is comparable to that of primary transfer institutions. Student opinions should be considered as part of the review process.

The college should review career counseling procedures to better assure that students whose goal is transfer are enrolled in transfer programs, and students in career programs have realistic expectations of employment opportunities in specific fields.

Continuing Education should fully implement an in-house course evaluation system and develop a process to improve in areas where weaknesses are identified.

1. Transfer Preparation



Rationale for Indicator: Preparing students for transfer to four year colleges is defined in the HCC mission statement as an important function of the college.

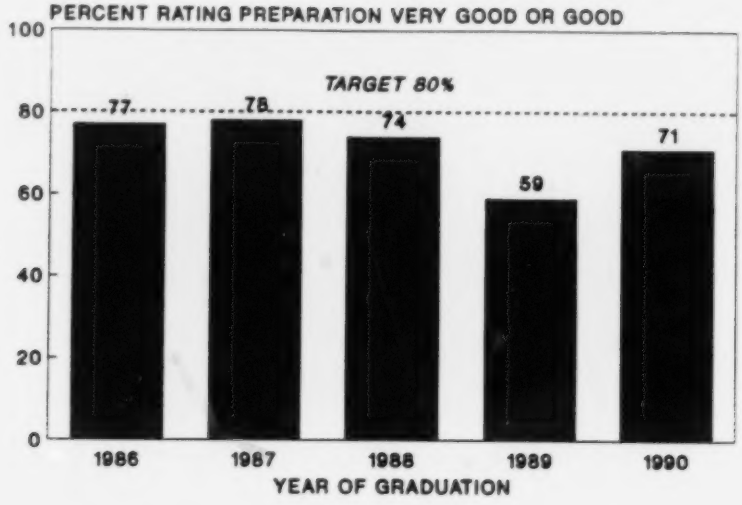
Definition of Indicator: Ratings of transfer preparation by graduates who have actually transferred. Respondents rate their preparation as very good, good, fair, poor or very poor. The target percentage is based on the percentage of students who rate their preparation as very good or good.

Source: Graduate Follow-Up Survey conducted annually, one year after graduation.

Three-Year Performance Target: 80% of graduates will rate their transfer preparation as good or very good. The target is set at this level because an increasing number of graduates who transfer have completed career programs that are not designed for transfer and because it excludes those who rate preparation as fair.

Performance Outcome and Analysis: Rating of transfer preparation has fluctuated between 76% and 86% over the past five years, peaking in 1988. Current ratings need to increase slightly to meet target. While transfer preparation is slightly lower than the set target at this time it is not critically low. If the percentage drops further in 1991 the college should consider actions to improve ratings.

2. Employment Preparation



Rationale for Indicator: Career and employment preparation is another primary reason students attend community colleges such as HCC. As with transfer preparation, it is important to determine if these graduates are satisfied with their actual career preparation.

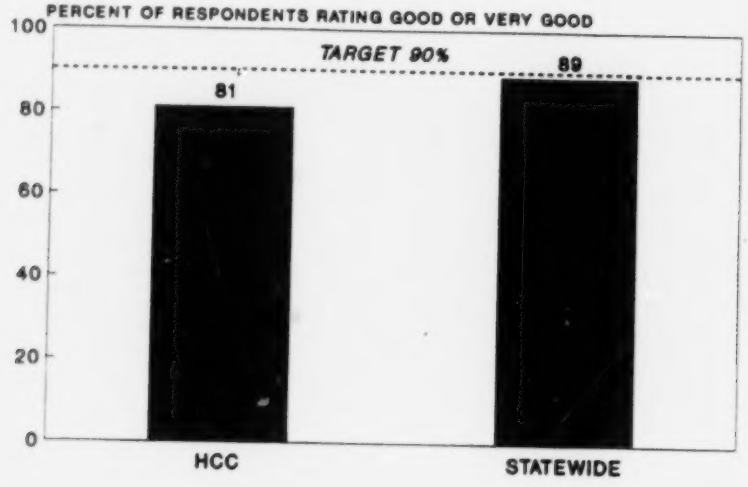
Definition of Indicator: Ratings of employment preparation by graduates who listed career entry or updating skills for their current jobs as goals. Respondents to the survey rate preparation as very good, good, fair, poor or very poor. The rating is the percentage of those students who rated preparation as very good or good.

Source: Graduate Follow-Up Survey conducted annually, one year after graduation.

Three-Year Performance Target: 80% of graduates will rate their employment preparation as good or very good. The target level is set at this level because the measure excludes 'fair' ratings.

Performance Outcome and Analysis: Employment preparation ratings have been relatively stable over the past 5 years, fluctuating between 71 and 78 percent, with the exception of a decline to 59% in 1989. In 1990, the rating returned to 71%. Since ratings have been low the past two years, special attention should be given to next years' ratings to see if ratings return to target levels. Also, program level analysis might be useful to determine which programs are receiving lower ratings. Ratings of HCC will also be compared to other Maryland Community colleges when figures become available for 1990. Economic conditions which affect the availability of jobs may have a significant impact on this measure from year to year and must be taken into account when evaluating success in reaching the performance target.

3. Student Course Satisfaction - Continuing Education



Rationale for Indicator: Continuing education courses and students are an increasingly larger part of the educational program offerings of community colleges. Therefore, student satisfaction in these courses must be evaluated in measuring the overall quality of college programs.

Definition of Indicator: Ratings by students in continuing education courses. Students were asked to rate the quality of instruction as very good, good, fair, poor, or very poor. The rating is the percentage of students who rated the quality of instruction as very good or good.

Source: SBCC, Continuing Education Student Follow-Up Report, Sept. 1988. (One-time only)
An HCC in-house survey of students will be used beginning in FY92.

Three-Year Performance Target: 90% of continuing education students will rate their instruction as good or very good. This target was chosen because it approximates the state average of community colleges.

Performance Outcome and Analysis: To meet the performance target, continuing education instruction ratings must increase by 9 percentage points. However, it must be understood that this is a single point in time measure. The information can be used to set the performance target while the college implements its own instrument to explore student satisfaction in continuing education. The college should also compare satisfaction rates for students from other community colleges in metropolitan areas which are similar to Howard County in terms of consumer educational level and sophistication of the population. It is possible that course satisfaction ratings in these types of areas may always be lower than the statewide average.

4. Student Course Satisfaction - Credit Courses

MEASURE DEVELOPED - DATA AVAILABLE FALL 1991

Rationale for Indicator: This measure is designed to provide an indication of student satisfaction with credit courses by evaluating how students rate their success in meeting the objectives of individual courses.

Definition of Indicator: Ratings by students on success in meeting courses objectives set by instructors. Students were asked to rate success on each objective on a scale from "not successful at all" to "very successful."

Source: Summary Rating 1 on IDEA Student Evaluation Report, conducted in every course every semester beginning fall of 1991.

Three-Year Performance Target: At least 80% of all part-time faculty and 90% of all full-time faculty will score at average or above on the Overall Summary Rating of the IDEA system when compared to ratings for all faculty in the national sample consisting of over 400 colleges and universities. The Overall Summary Rating is a measure of how well students rated their success in meeting course objectives. The IDEA System is normed so that nationally 70% of all faculty are average or above. Setting the HCC target at 80% for part-time faculty and 90% for full-time faculty reflects the HCC philosophy that our faculty perform at higher levels than faculty at other institutions.

Performance Outcome and Analysis: Scores for HCC faculty will not be available until the end of the 1991 fall semester.

GOAL C: EVIDENCE OF STUDENT LEARNING WILL BE DEMONSTRATED, INCLUDING MEASURES OF VALUE-ADDED EDUCATION.

Discussion of Goal: The purpose of this goal to evaluate direct indicators of student learning. This involves demonstration of learning at the institutional level and program level. This goal is perhaps the most difficult of all goals to measure and contains both general indicators of student learning as well as value-added measures.

Indicators:

1. Performance on National Tests
2. General Education Student Self-Report
3. Competency/Skills
4. Transfer Success Rates
5. Employer Rating of Preparation

Goal Performance Outcome Summary: Direct measures of student learning in the areas of writing, reading, mathematics, and critical thinking will be available in the fall of 1991 when student performance on a national test normed for two-year colleges (Academic Profile) is available. Gain scores between entering and exiting students as well as exit scores alone will be compared to those of other community colleges. Performance target will be established when this data is available. Employer ratings of student preparation for employment are generally positive though slightly below the state average for community colleges. This measure is heavily influenced by the low number of respondents. This must be improved before success on this measure can be seriously evaluated. Transfer success rates as measured by those students who transfer to a senior institution and who maintain a GPA of 2.0 are positive overall, although there appears to be a problem at a few transfer institutions. The recent dramatic increase in nursing pass rates clearly indicates that the college can bring about dramatic programmatic changes when required. Student self-reports on general education measures are also generally positive but mixed. Relatively low ratings for increases in fundamental areas such as math ability, writing skills and reading comprehension are disturbing, but very high ratings in improved self confidence, goal clarification, and learning enjoyment are encouraging.

Administrative Recommendations:

Define general education competencies and review curriculum to ensure that competencies are adequately covered.

Participate in statewide efforts to develop transfer data (project SOAR) so that GPA by program and for graduates only can be obtained and used to evaluate program success.

Develop additional measures of program effectiveness in transfer majors.

Develop a plan to improve in areas where national test data indicate deficiencies.

Develop a plan to improve response rate of employers to graduate follow-up survey.

Investigate ways to obtain test scores for licensing examinations in programs offered by continuing education.

1. Performance on National Tests

	GAIN SCORES Freshman to Sophomore		SOPHOMORE SCORES		ACHIEVEMENT LEVELS FOR SOPHOMORES		
	HCC	NATIONAL	HCC	NATIONAL	LEVELS		
					I	II	III
MATH							
READING							
WRITING							
CRITICAL THINKING							
TOTAL							

Rationale for Indicator: Comparing normed scores for HCC students in four basic skills areas and the total for all areas with scores of students in a national sample of community college students provides valuable information on the effectiveness of the instructional program at HCC. It is also valuable to determine what percentage of sophomore students perform in each of four skill areas at levels of achievement specified by the faculty as being appropriate levels of competence for two-year college students.

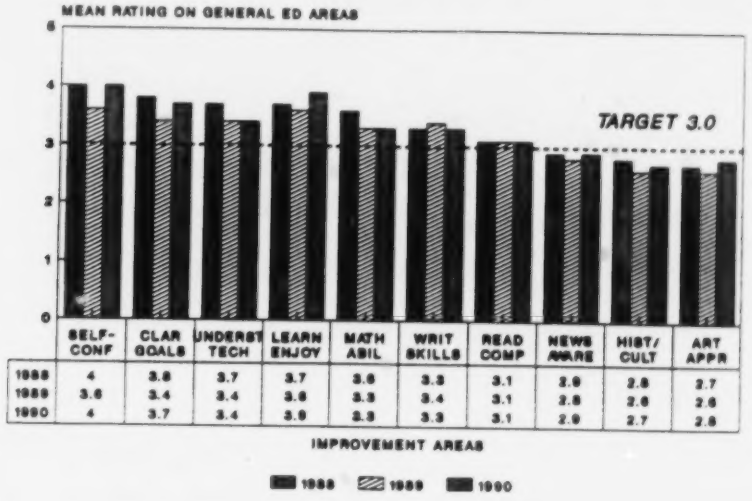
Definition of Indicator: Scores of both freshman and sophomore students in mathematics, reading, writing, and critical thinking on a nationally-normed test. Freshman are defined as having 0 - 30 credit hours, and sophomores are defined as having 31 - 60 credit hours. Levels of achievement in each of the areas are defined by the publishers of the test.

Source: Academic Profile published by Educational Testing Service.

Three-Year Performance Target: 1. The mean scaled score for HCC sophomores will be equal to or above the mean scaled score for all community college students in the sample in each of the four basic skill areas and on the total score. 2. The difference between the mean scaled score for HCC freshmen and the mean scaled score for HCC sophomores in each of the four basic skill areas will be equal to or above the difference in the mean scaled scores for all freshmen and sophomores in the sample. 3. The percentage of sophomores who should score at each level of achievement will be determined by the faculty in fall semester of 1991.

Performance Outcome and Analysis: Data will be available in fall semester of 1991. Additional information that directly measures student achievement will be available when results from Project Cooperation are available and from an in-house written essay that will be administered to freshmen and sophomore students.

2. General Education Student Self-Report



	SELF-CONF	CLAR GOALS	UNDERST TECH	LEARN ENJOY	MATH ABIL	WRIT SKILLS	READ COMP	NEWS AWARE	HIST/ CULT	ART APPR
1988	4	3.8	3.7	3.7	3.6	3.3	3.1	2.9	2.8	2.7
1989	3.6	3.4	3.4	3.6	3.3	3.4	3.1	2.8	2.6	2.6
1990	4	3.7	3.4	3.6	3.3	3.3	3.1	2.9	2.7	2.8

Rationale for Indicator: One measure of student learning is how graduates rate their improvement in various general education areas as a result of attending HCC.

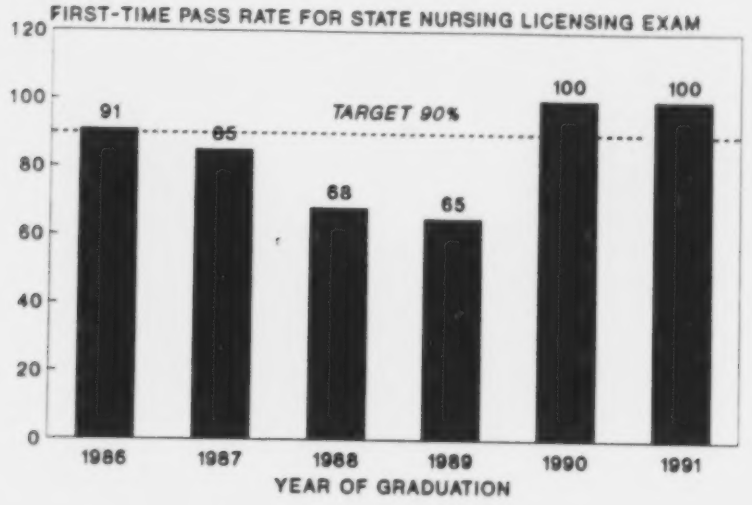
Definition of Indicator: Average ratings by graduates on general education questions on the Graduate Follow-Up Survey. The scale is a five-point scale with 5 being a great deal and 1 not at all. Questions include enhanced self-confidence, clarified goals, increased learning enjoyment, increased mathematics ability, improved writing and reading, etc.

Source: Graduate Follow-Up Survey, conducted annually, one year after graduation.

Three-Year Performance Target: Mean ratings for each general education areas will be 3 or higher on a scale of 5. Choosing a "fair amount" for all dimensions is a reasonable target in general, although it should perhaps be higher for some measures and lower for others.

Performance Outcome and Analysis: Ratings have remained relatively constant in all general education areas for three years. Seven of the ten measures have exceeded the target levels, while the other three are slightly below, with the lowest at 2.6. The lowest ratings are in areas where not all students are required to take courses that are directly related to the measure. The college can use this information to make curriculum or instructional revisions to improve in specific areas. By and large the measures are positive.

3. Licensing Examinations Measuring Competencies and Skills



Rationale for Indicator: Competency/Skills measures are important learning measures. Measures on all licensing exam scores serve as a valuable learning measure.

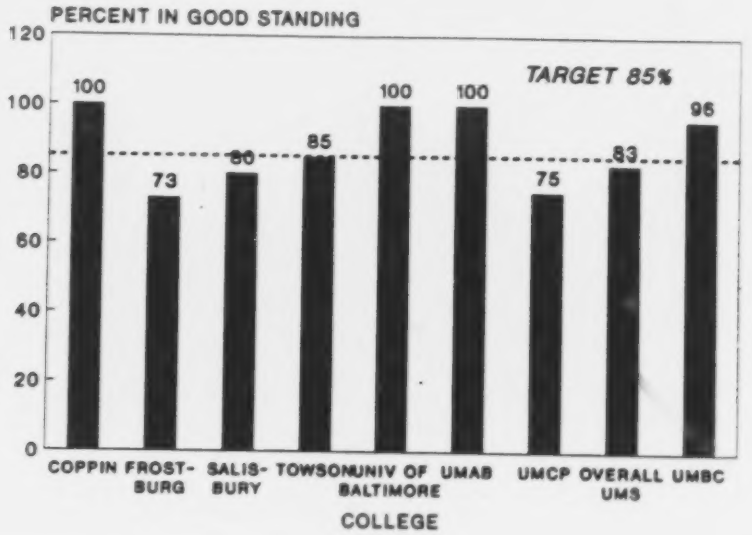
Definition of Indicator: Percentage of nursing students at HCC who passed the State Nursing Licensing Examination the first time. (Scores on various licensing examinations in continuing education will be added when available)

Source: State Examination Scores.

Three-Year Performance Target: 90% of HCC students taking State Nursing Licensure Exam for the first time will pass. The state average for community colleges is 85%.

Performance Outcome and Analysis: First-time nursing pass rates steadily declined between 1986 and 1989, to a critically low level for two years. Scores for 1990 of 100% far exceeded target of 85%. Past actions taken in this area have clearly had a positive effect. The college should pursue collecting licensing scores for various areas in continuing education.

4. Transfer Success Rates



Rationale for Indicator: The performance of students after transfer to a four-year institution is an indication of how well prepared they were to meet the requirements of senior institutions.

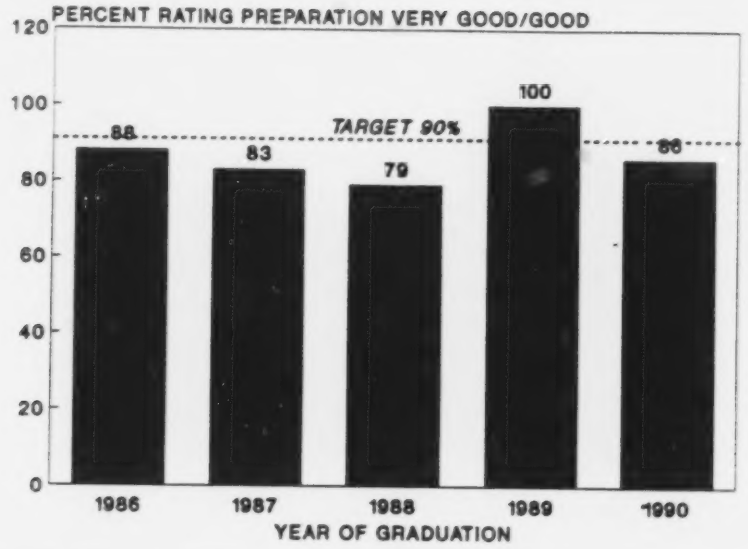
Definition of Indicator: Percentage of students who transferred to four-year institutions who are in good standing. Good standing is defined as a GPA greater than 2.0. This includes all students who attended HCC prior to transfer regardless of whether or not they graduated before transferring.

Source: Maryland four-year colleges reporting to the community colleges.

Three-Year Performance Target: 85% of transfer students will be in good academic standing.

Performance Outcome and Analysis: 98% of all HCC students at UMBC were in good standing in the spring of 1990. Student performance at UMBC is reported separately from other University of Maryland schools. 83% of all Fall 1989 entrants were in good standing at other University of Maryland schools in Spring 1990. Overall results indicate that the college is meeting its goal. Since all HCC students, regardless of credits earned, are included in the transfer numbers, the success rate is lower than it would be for just graduates or for those who had taken a large number of credits at the college. Although the overall success level is good, two problem schools exist, Frostburg and the University of Maryland College Park. Although few students transfer to Frostburg, the reasons for this lower success rate at College Park should be examined.

5. Employer Rating of Preparation



Rationale for Indicator: Employer rating of preparation is a valuable measure in determining how well our students are prepared for employment. It is reasonable to assume that employers indicate that HCC career program graduates are well prepared to do their jobs that students have achieved the intended learning outcomes of the program.

Definition of Indicator: Rating of employed graduates' preparation by their employers. Employers are asked to rate graduates' employment preparation as very good, good, fair, poor or very poor. Ratings show the percentage of employers who rate preparation as very good or good.

Source: Graduate Follow-Up Survey, employer component, conducted annually, one year after graduation.

Three-Year Performance Target: 90% of employers will rate graduates' employment preparation as good or very good. This level is chosen because the "fair" rating has been excluded, and it is comparable to state averages for almost a decade.

Performance Outcome and Analysis: Preparation ratings have generally hovered near 85%, with the exceptions of 1988 when it fell to 79% and 1989 when a full 100% of employers rated graduates as good or very good. In 1990 ratings were slightly below the target at 86%. One problem with this measure is that the percentage can vary greatly from year to year due to the small number of employers who respond to the survey. While the target has been met

GOAL D: THE ACADEMIC STAFF WILL BE INVOLVED IN TEACHING IMPROVEMENT ACTIVITIES DESIGNED TO IMPROVE STUDENT LEARNING.

Discussion of Goal: This goal is designed to enhance teaching excellence. Two measures are of importance: actual faculty development activities and student evaluations of faculty performance. Although actual measures of student outcome performance are the most important measure of teaching excellence, it is useful to evaluate how students view faculty performance and to review the activities that faculty engage in to improve performance.

Indicators:

1. Student Evaluations of Faculty in Courses
2. Ratings of Quality of Instruction by Graduates
3. Ratings of Quality of Instruction by Currently Enrolled Students
4. Analysis of Academic Staff Participation in Teaching Improvement Activities

Goal Performance Outcome Summary: Currently available measures indicate that overall the students rate the quality of instruction at HCC as very high. This can be more effectively evaluated when nationally normed data from the IDEA Student Evaluation System is available.

Administrative Recommendations:

Continue YESS survey to develop database for comparisons over time and develop a method of administering the YESS survey so that response rate is significantly higher.

Implement a training program for division chairs to train them in be effective in assisting faculty who receive low student ratings to improve.

Consider budgeting additional funds to increase faculty participation in off-campus activities.

1. Student Evaluations of Faculty in Courses

MEASURE DEVELOPED - DATA AVAILABLE AFTER FALL 1991

Rationale for Indicator: Student evaluations are an integral part of measuring teaching effectiveness. They are generally recognized as having a high correlation with student outcomes performance on external tests.

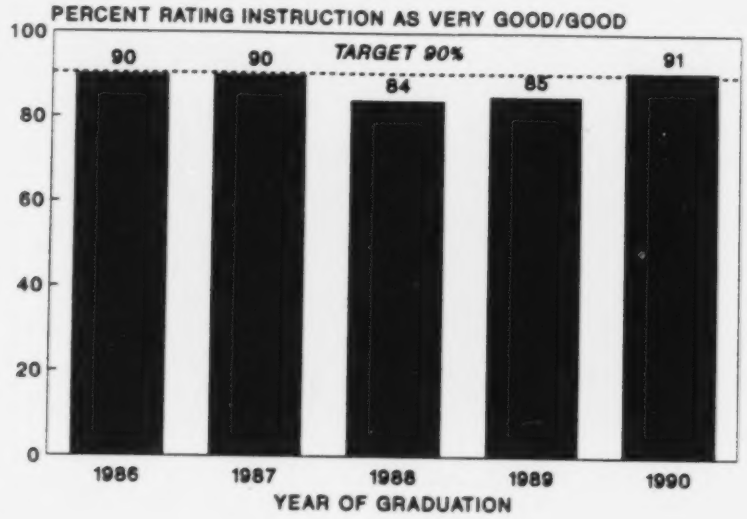
Definition of Indicator: Ratings by students on overall satisfaction with the instructor. Students were asked to rate satisfaction with the instructor on a scale from "very low" to "very high."

Source: Summary Rating 2 on IDEA Student Evaluation System.

Three-Year Performance Target: At least 80% of all part-time faculty and 90% of all full-time faculty will score at average or above on the Satisfaction with Instructor Rating of the IDEA system when compared to ratings for all faculty in the national sample consisting of over 400 colleges and universities. The satisfaction with instructor rating is a measure of how satisfied students were with their instructors in individual courses. The IDEA System is normed so that nationally 70% of all faculty are average or above. Setting the HCC target at 80% for part-time faculty and 90% for full-time faculty reflects the HCC philosophy that our faculty perform at higher levels than faculty at other institutions.

Performance Outcome and Analysis: This measure will be available after the fall semester of 1991.

2. Ratings of Quality of Instruction by Graduates



Rationale for Indicator: This measure ensures that graduates of both career and transfer programs feel that the overall quality of instruction at the college meets high standards.

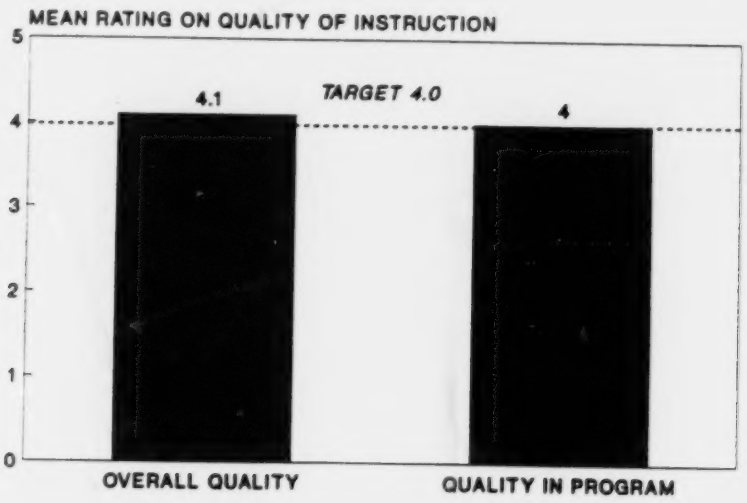
Definition of Indicator: Graduates' evaluations of the overall quality of instruction. Graduates rate the quality of instruction as very good, good, fair, poor or very poor. This rating is based on the percentage of students rating instruction as very good or good.

Source: Graduate Follow-Up Survey, conducted annually, one year after graduation.

Three-Year Performance Target: 90% of graduates will rate HCC's overall quality of instruction very good or good. The level was set at 90% since "fair" ratings were excluded.

Performance Outcome and Analysis: After remaining at the target level for 1986 and 1987, ratings by graduates declined slightly for 1988 and 1989 graduates. Rating returned to target level for 1990 graduates. Overall, the high ratings given by students is a positive indication of teaching quality at HCC. The college has met or exceeded the target for three of the past five years. The indicator should be monitored to ensure that the target level is maintained.

3. Rating of Quality of Instruction by Currently-enrolled Students



Rationale for Indicator: This measure seeks to determine the opinion of currently-enrolled students on the quality of instruction.

Definition of Indicator: Student ratings for quality of instruction in their program and in the overall instructional program. Students rate the quality of instruction on a 5-point scale with 5 being "excellent" and 1 being "needs improvement". The rating is the average of all student ratings.

Source: Yearly Evaluation of Services by Students (YESS).

Three-Year Performance Target: Current students will rate overall quality of instruction and the quality of program instruction at 4.0 or higher. The target is set at one standard deviation above the mean possible response rate. The response rate to the survey was low, and the results, therefore, may not accurately reflect general student opinions.

Performance Outcome and Analysis: The 1991 YESS survey results show student ratings of 4.1 for the overall quality of instruction and 4.0 for quality of program instruction. These are slightly above the target level. Because the survey results are the first, they provide baseline data for student ratings instructional quality.

4. Analysis of Academic Staff Participation in Teaching Improvement Activities

MEASURE DEVELOPED - DATA NOT YET AVAILABLE

Rationale for Indicator: This measure is designed to evaluate the number of academic staff members who participate in various teaching improvement activities each year. This is premised on the belief that to continue to provide quality instruction, faculty and those that supervise them must continually update themselves in both discipline content and instructional techniques. Although professional development is required of all faculty as part of the merit system, some of those activities are individual in nature and not readily measurable. Therefore, only those which can be quantified are chosen as part of this measure.

Definition of Indicator: Percentage of academic staff members who participate in formal on-campus teaching improvement activities each year, and the percentage of academic staff members who participate in a significant off-campus teaching improvement activity each year. Academic staff is defined as full-time faculty, academic administrators, and continuing education coordinators.

Source: Annual Faculty Summary

Three-Year Performance Target: At least 80% of the academic staff will attend at least 10 hours per year of formal, on-campus teaching improvement activities and at least 50% will participate each year in a significant off-campus activity such as graduate courses, conferences, presentations etc. or will publish, perform or exhibit artistic works.

Performance Outcome and Analysis: This data will not be available until May of 1992.

II. Student Access

In keeping with its commitment to all those who desire education, Howard Community College strives to enhance access and equity for its students and all those who are part of its larger community. The college has carefully reviewed various aspects of accessibility to the community at large, especially as they relate to traditionally under represented groups, disabled persons and those students requiring financial assistance or academic support services.

Access to the college begins prior to enrollment with the image of the college in the community, for students must first consider the college to be a viable option in reaching their goals. As students move through the institution, access at various levels of the college is crucial. From admissions; through testing, advisement and registration; to the completion of learning programs and graduation from the college; student success systems must be in place to assure continuity in providing access to quality education.

A final issue of access concerns the availability of appropriate training and courses for the community. With the rapid change in technology and workforce demands, the college is committed to develop and expand innovative workforce retraining programs.

Goal A: Educational opportunities at HCC will be made available to every member of the community.

Goal B: Developmental services will be provided to allow students to participate in college courses.

Goal C: An image of openness and excellence reflective of the college will be maintained in the community.

Goal D: An efficient and effective admissions and registration process will be emphasized.

Goal E: Physical and facilities barriers to educational opportunities should be reduced and/or eliminated.

Goal F: Financial barriers to education should be reduced through management of both tuition rates and financial aid.

GOAL A: EDUCATIONAL OPPORTUNITIES AT HCC WILL BE MADE AVAILABLE TO EVERY MEMBER OF THE COMMUNITY.

Discussion of Goal: The purpose of this goal is to ascertain if all segments of the community are being served, and the degree to which the college is serving the entire community. If the percentages for subgroups are comparable to local population percentages the goal is being met. This is a vital goal for HCC as it specifically addresses principles outlined in the college's statement of beliefs.

Indicators:

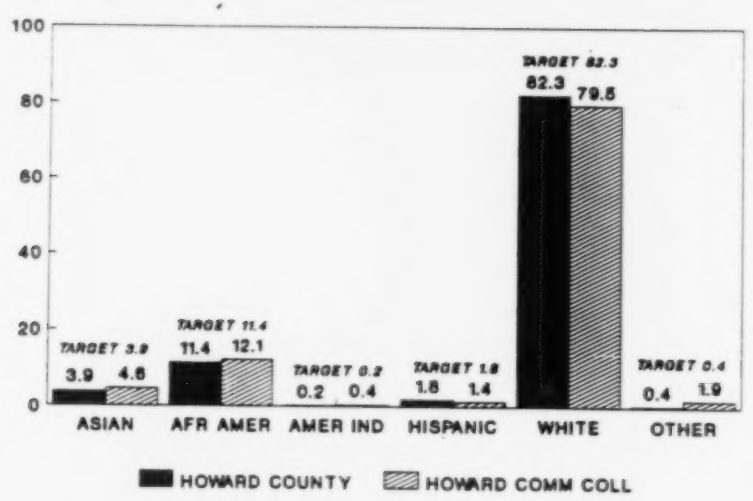
1. Enrollment by Race/Ethnicity - Credit
2. Enrollment Ratios by Race/Ethnicity - Credit Free
3. County Attendance Rates

Goal Performance Outcome: The college is assuring equal educational opportunities for those included in measures which are currently collected. For both credit and non-credit students the percentage of minorities is comparable to county wide population patterns. In terms of attendance, the college is reaching out to a large number of county residents, more so than any other college.

Administrative Recommendations:

Current data suggest the college is providing equal access to all county residents. This performance should be continued. Additional factors should also be considered later, including county location, high school attendance and income levels to ascertain if the college is serving these populations equally.

1. Enrollment Ratios by Race/Ethnicity - Credit



Rationale for Indicator: The college's mission clearly states the importance of serving all groups in the community. Enrollment by racial/ethnic group shows the ability to attract all groups within the county.

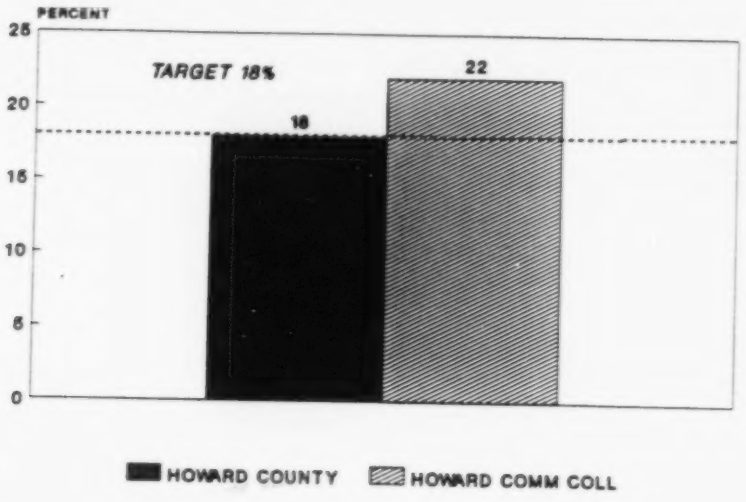
Definition of Indicator: Percentages of enrollment for credit students by racial/ethnic subgroups from the fall 1990 semester compared to county population percentages for those groups aged 18 and over.

Source: Enrollment Information System and U.S. Census, 1990.

Three-Year Performance Target: Enrollment percentages for students will mirror county population percentages.

Performance Outcome and Analysis: Enrollment percentages are close to county percentages for all groups. Whites and Hispanics are slightly under represented, while Blacks and Asians are slightly over represented. The comparisons of the percentages indicate that the college is doing a good job of attracting students by racial/ethnic groups.

2. Enrollment Ratios by Race/Ethnicity - Credit Free



Rationale for Indicator: Credit-free courses are a large portion of the business of community colleges and it is important that the issue of access be considered for these courses.

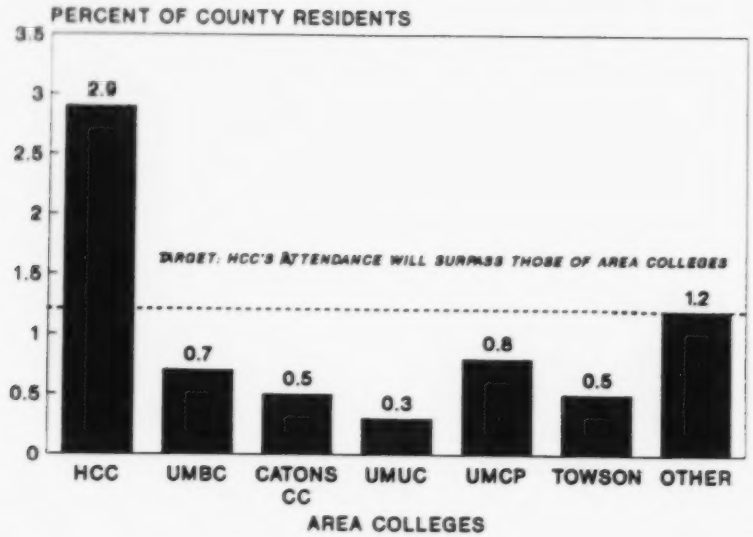
Definition of Indicator: Percentages of enrollment for credit-free students by racial/ethnic subgroups from FY90 compared to county population percentages for those groups aged 18 and over. Data is for minority and majority breakdown only.

Source: Credit-Free, End-of-Year Tape, FY90; and U.S. Census, 1990.

Three-Year Performance Target: Enrollment percentages for students will mirror county population percentages.

Performance Outcome and Analysis: Enrollment figures for minority students in all continuing education course is slightly higher than the county percentages. Enrollment is 22% minority, and county population is 18% minority. A specific breakdown for all minority groups enrolled in continuing education needs to be developed.

3. County Attendance Rate



Rationale for Indicator: This measure is designed to gauge the relative penetration of HCC within the county and to ascertain the degree to which it is reaching out to county residents. The measure will be compared to that of other colleges in the county.

Definition of Indicator: Percentage of county residents attending HCC. Percentage is determined by dividing the number of students enrolled in Fall 1990 credit courses by the 1990 county population aged 18 and over.

Source: Enrollment By Place of Resident Report, MHEC; and U.S. Census, 1990.

Three-Year Performance Target: The attendance rate at HCC of county residents will surpass the attendance rates at all other area colleges.

Performance Outcome and Analysis: HCC far exceeds other area colleges in county attendance rates. Information on the attendance rate of this community college compared to others has not yet been determined. Information to compare this measure over time for the college is being developed.

GOAL B: DEVELOPMENTAL SERVICES WILL BE PROVIDED TO ALLOW STUDENTS TO PARTICIPATE IN COLLEGE COURSES.

Discussion of Goal: Community colleges are open door institutions and admit all those who apply. As such, part of the college's commitment to these students must be to ensure that they receive the best possible opportunity for success including testing and placement in courses to assure academic success. Additionally, the counseling and tutoring services the college provides to students are also of importance in maintaining a support system for student success.

Indicators:

1. Percent Placed
2. Retention and Success Rates
3. Student Performance
4. Graduation Rates
5. Student Counseling Ratio
6. CTAA Assessment

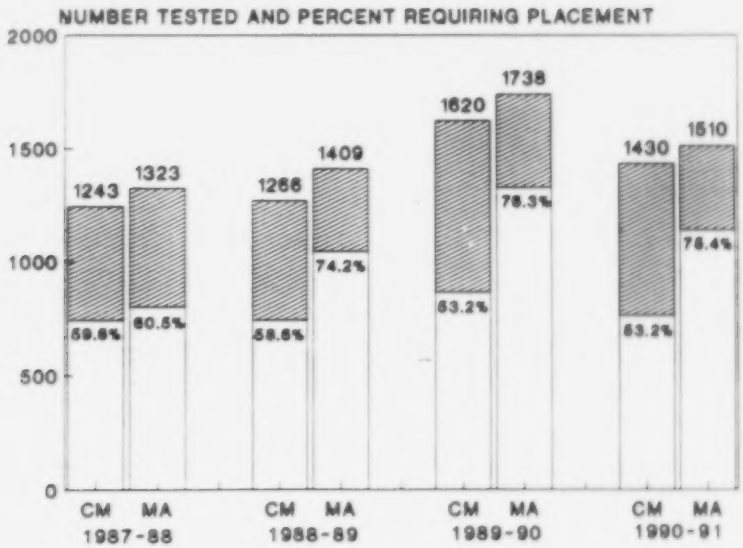
Goal Performance Outcome Summary: The direct measures for developmental students have not yet been developed. This includes most if not all of the measures. These need to be developed as soon as possible to ascertain the colleges position concerning developmental programs and their success. Measures of the percent placed, retention, performance in later courses all need to be developed as soon as possible. Graduation and success rates for students can be developed over time but will probably not be available for a couple of years. Two measures of services for students which will help students prosper are measures of counseling, advising and tutoring as well as a ratio for the number of students counseled. Each of these measures is positive for the most part and indicates that students value the services and think they are doing a good job. The student counseling ratio shows a lot of contact between students and staff.

Administrative Recommendation:

Develop databases for developmental students including a student tracking system. Currently, work has begun on one cohort to provide information on developmental students. A tracking system would extend the analysis to other cohorts.

Maintain and improve support services, including refresher classes for faculty and others for academic advising.

1. Percent Placed (in Developmental Courses)



Rationale for Indicator: To improve the tracking of students tested and those requiring placement in developmental courses. This measure will serve as a gauge of the size of the developmental program relative to the overall student body.

Definition of Indicator: The number of students tested each fall semester and the number requiring placement in developmental courses, broken out into communications (CM) and math (MA) placement.

Source: Student Database\CAPA

Three-Year Performance Target: No target or tracking variable. The purpose of this indicator is to improve the planning process for the provision of an adequate number of developmental classes.

Performance Outcome and Analysis: The percent of students placed in both communications and math developmental courses has remained relatively constant over the past two years. For communications, the percentage has been approximately 53 percent for the past two years dropping from 59 percent for the previous two years. For math, the placement rate has been approximately 75 percent for the past three years. Both of these measures clearly show that a large portion of HCC's students require developmental courses of one type or another.

2. Retention and Success Rates (Developmental Students)

NOT YET DEVELOPED

Rationale for Indicator: Retention and Success Rates.

Definition of Indicator: Number and percent of developmental students who are retained (complete) and those students who are successful (pass) within each semester.

Source: Student Database.

Three-Year Performance Target: No target at this time. Data for this measure has not yet been compiled or analyzed.

Performance Outcome and Analysis:

3. Student Performance (in Subsequent To Developmental Courses)

NOT YET DEVELOPED

Rationale for Indicator: Performance of students in courses which follow developmental courses will allow us to ascertain the efficacy of developmental course training.

Definition of Indicator: A student tracking system to determine how students in developmental courses perform in subsequent courses which have developmental course prerequisites in the same area, either mathematics or communications or both.

Source: Student Database

Three-Year Performance Target: No target at this point in time. Data for this measure has not yet been compiled or analyzed.

Performance Outcome and Analysis:

4. Graduation Rates (Developmental Students)

NOT YET DEVELOPED

Rationale for Indicator: Graduation Rates for developmental students who have a goal of graduating are an important factor in determining the success of this group over time.

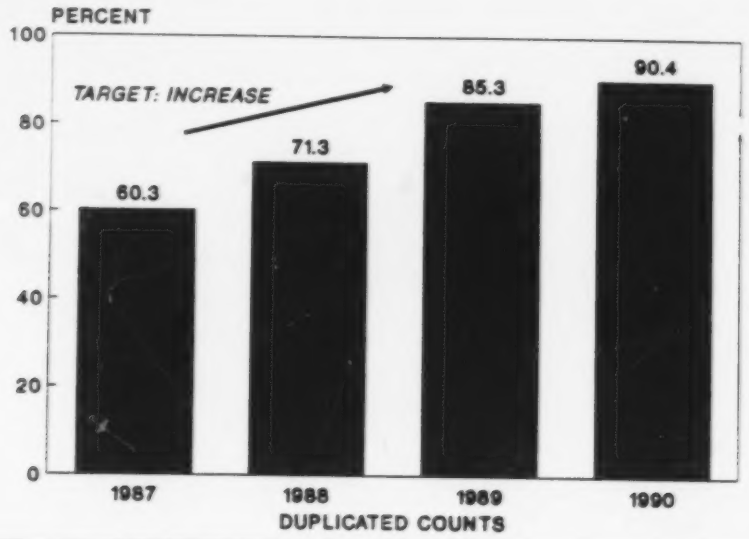
Definition of Indicator: As part of the overall measure of graduation rates, graduation rates for students who took developmental courses and who had a goal of graduating will be generated four years after entry.

Source: Student Database.

Three-Year Performance Target: Graduation rates will approach those for the student population as a whole.

Performance Outcome and Analysis: This measure captures only part of student success and needs to be expanded to include all student success. That is it needs to include those who graduate, transfer, find career employment, etc. Such data must be provided by the state (MHEC), and until it is, the college will employ internal success data, i.e., graduation.

5. Student Counseling Ratio



Rationale for Indicator: This measure is designed to provide ongoing information on the counseling activity at the college. It is the current measure of the level of counseling support being provided to students at the college.

Definition of Indicator: Ratio of counseling sessions per students. Ratio is the sum of the duplicated monthly counts of students counseled divided by the sum of the duplicated yearly credit head count.

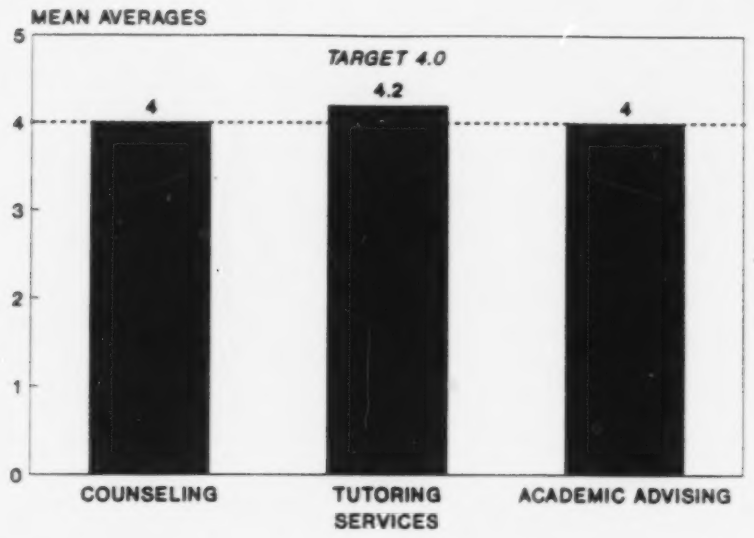
Source: Service records maintained by the counseling center, credit headcounts from official State Hours reports for each session, aggregated by year.

Three-Year Performance Target: The ratio will show an increase.

Performance Outcome: The ratio has increased steadily over the past four years from 60.3 in 1986 to 90.4 in 1990. This provides evidence of increased counseling activity in support of student success. However, given the nature of the measure, it is very difficult to set a specific target level.

The overall measure should be and will be altered to reflect the actual number of students counseled in a semester relative to actual enrollment.

6. CTAA Assessment



Rationale for Indicator: This composite measure is a student assessment measure of the different forms of student support they receive in terms of counseling, tutoring and academic advising.

Definition of Indicator: Student assessment of counseling, tutoring and academic advising services from the YESS survey. Average ratings for these items on a five-point scale, with five being "excellent" and 1 "needs improvement."

Source: YESS Survey.

Three-Year Performance Target: Students will rate counseling, tutoring and academic advising with a mean average of 4.0 or higher. This level of performance represents the mean for all success at the college.

Performance Outcome and Analysis: 1991 YESS survey results provides baseline data for student assessment of counseling, tutoring and academic advising services. The ratings for these services are 4.0, 4.2 and 4.0 respectively. These are close to the set baseline. Another survey needs to be conducted to determine the appropriate baseline and then consider the support levels. Also, the number of YESS respondents must be increased to ensure the reliability of the measure.

GOAL C: AN IMAGE OF OPENNESS AND EXCELLENCE REFLECTIVE OF THE COLLEGE WILL BE MAINTAINED IN THE COMMUNITY.

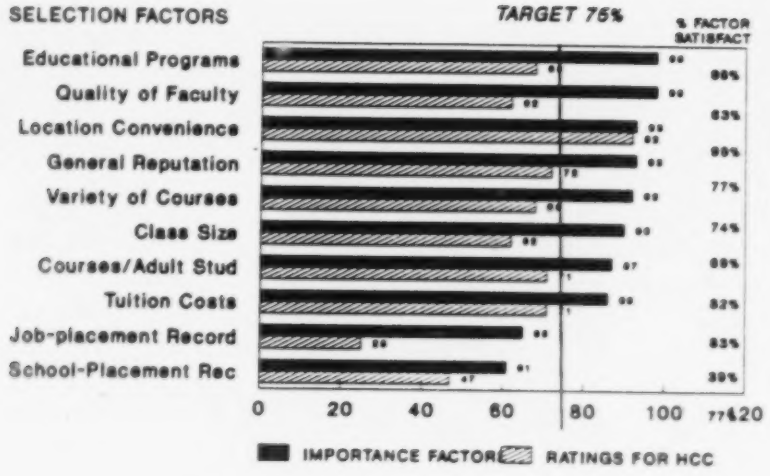
Discussion of Goal: Barriers to education often exist prior to the student entering the college, including the student's image of the college and knowledge concerning what the college can do for him/her.

Indicators:
1. Quality and Selection Factors
2. Awareness of Services

Goal Performance Outcome Summary: Both measures of the college's image in the community indicate that there are perceptual gaps which need to be closed. With regard to both the quality factors and the awareness of services the college should stress those factors which show large gaps. For example, with regard to quality and selection factors the college should stress the quality of its educational programs and the quality of its faculty. It also needs to stress factors which are very low such as job placement. The same logic applies to the awareness of service factors. Awareness of services such as telecourse offerings are important and can help raise FTE levels.

Administrative Recommendations: The college should incorporate in its marketing programs those factors which show large gaps either in selection factors or awareness of services. These can be incorporated into the marketing program currently underway. Some of these actions are already underway and their outcomes should be judged in the next image surveys.

1. Quality and Selection Factors



Rationale for Indicator: The quality and selection factors compare the importance of community views on specific factors they feel are important about colleges and the way they view HCC with regard to those factors.

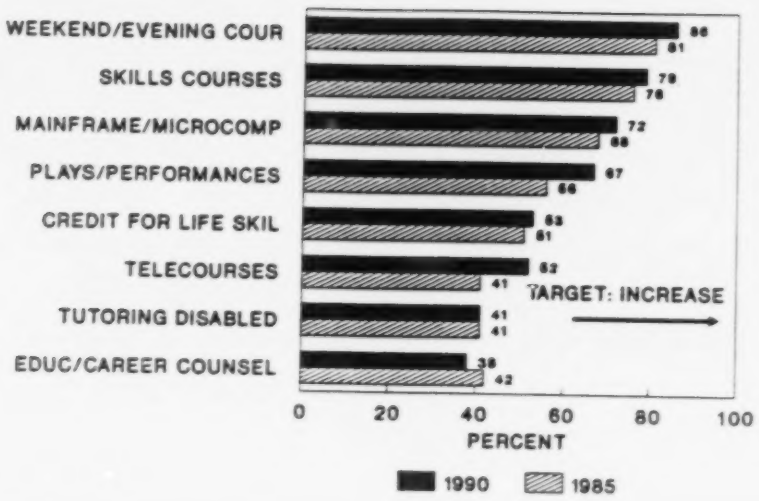
Definition of Indicator: Comparison of what potential students want in a college along specific dimensions compared to how they see HCC providing those needs. Respondents were asked to rate factors as very important, somewhat important, not very important or not important at all. Percentage is for top two ratings. Quality of HCC on these factors was rated as excellent, good, fair or poor and percent rating is for the top two factors. Percent of factor satisfaction is computed from these.

Source: Image and Reputation Survey, 1990.

Three-Year Performance Target: Ratings of all criteria should eventually equal or exceed 75% of ratings of importance of factors to potential students. For now the college should strive to reduce the difference between the factors and the ratings.

Performance Outcome and Analysis: Six factors fall above the target levels. Factors that must show increases to meet target include; educational programs, quality of faculty, variety of courses, class size, and job placement. All of the factors should be included in plans to market the college, but especially those which fall below target levels.

2. Awareness of Services



Rationale for Indicator: The knowledge that the community has of college services is an important component of the college's image and its ability to attract students.

Definition of Indicator: Respondents were asked if they were aware that "these offerings are available at HCC." Values are the percent of respondents who said Yes.

Source: Image and Reputation Survey, 1985 and 1990.

Three-Year Performance Target: Awareness of services should continue to increase.

Performance Outcome and Analysis: Only two factors had an awareness level above the 75% level; however, all but one of the services (education/career counseling) gained in awareness from 1985 to 1990. Programs which market the college should endeavor to include those services that have the lowest awareness level. For example, awareness of telecourses should be increased. If only half the population is aware the college has telecourses then only half the population is a potential market base. Further, linkage between the importance of services and their awareness should be considered to ensure that the most important services are being marketed first.

GOAL D: AN EFFICIENT AND EFFECTIVE ADMISSIONS AND REGISTRATION PROCESS WILL BE EMPHASIZED.

Discussion of Goal: The admissions and registration process are important to attracting students to the college and the processes should be such that student attrition prior to enrollment is minimized.

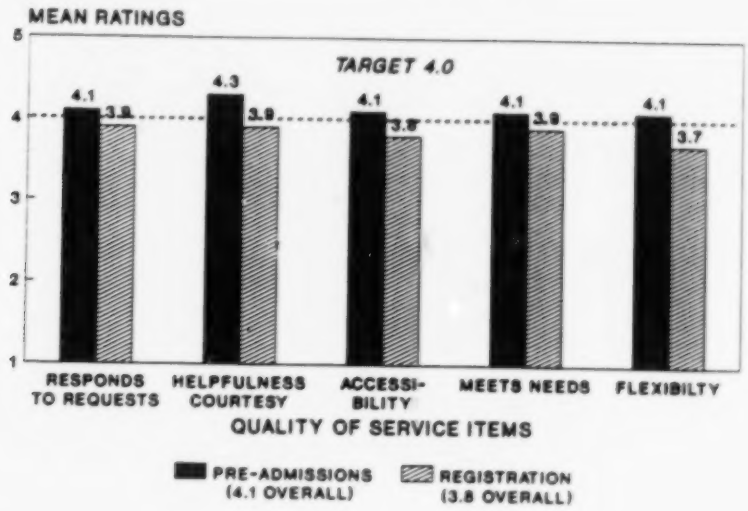
Indicators:
1. Pre-Admissions and Registration Evaluation (Multiple measure)
2. Enrolled Applicants Ratio

Goal Performance Outcome Summary: Evaluations for pre-admission and registration services are close to target levels for the YESS survey on every dimension. Ratings for registration are slightly less than pre-admissions on every dimension. These ratings may be due to the registration process itself. Most students view registration as a necessary evil to be put up with in order to take classes and the bureaucratic nature of the process is usually frustrating. Some ratings can be raised without major changes, for example helpfulness/courtesy. The college also needs to develop a reporting process for attrition of students.

Administrative Recommendations: The college should evaluate its registration process to alleviate to the degree possible the low evaluations of students. Perhaps a student focus group on the registration process, one for full-time and one for part-time students could be set up to further understand reasons for the low ratings. The college will continue to diversify its registration options; such as, mail-in, telephone, and walk-in registration.

The indicator describing the ratio of applicants to enrolles must be developed. Depending upon the levels of applicants who do not enroll, applicants can be surveyed to ascertain the reasons they do not enroll.

1. Pre-Admissions and Registration Evaluation



Rationale for Indicator: Multiple measure, student evaluation of pre-admissions and registration provides one of the best means to determine the effectiveness of these college services.

Definition of Indicator: Student evaluations of the registration and pre-admissions procedures and offices from the YESS survey. Each dimension is rated on a scale of 1 to 5 with 1 being "needs improvement" and 5 being "excellent."

Source: YESS Survey.

Three-Year Performance Target: Mean rating of admissions and registration service dimensions will be 4.0 or higher on a 5-point scale. This level of performance was equal to the average ratings for all offices from the YESS survey.

Performance Outcome and Analysis: Admissions scores for all dimensions are above the target level. Ratings were fairly constant at 4.1 for responds to requests, accessibility, meeting needs and flexibility. Helpfulness/courtesy rated at 4.3. Registration rates ranged from 3.7 to 3.9 for all dimensions, 3.9 for responds to requests, 3.8 for accessibility, 3.9 meeting needs, 3.7 for flexibility and 3.9 for helpfulness/courtesy. However, it should be noted that the target goal is set based on comparisons to other services.

2. Enrolled Applicants Ratio

NOT YET DEVELOPED

Rationale for Indicator: This measure is designed to capture those students who apply but do not enroll as a means of gauging what percentage of students are lost.

Definition of Indicator: The ratio of students who actually enroll for classes in major semesters compared to those who apply.

Source: Student Database

Three-Year Performance Target: No target at this time, measure is not fully developed and data has not been completely compiled.

Performance Outcome and Analysis: Measure will be fully developed in the coming year. Data is available but has not yet been compiled.

GOAL E: PHYSICAL AND FACILITIES BARRIERS TO EDUCATIONAL OPPORTUNITIES SHOULD BE REDUCED AND/OR ELIMINATED.

Discussion of Goal: Elimination of all barriers to groups who are disabled is an essential goal of the community college. This is especially true given Howard Community College's statement of beliefs.

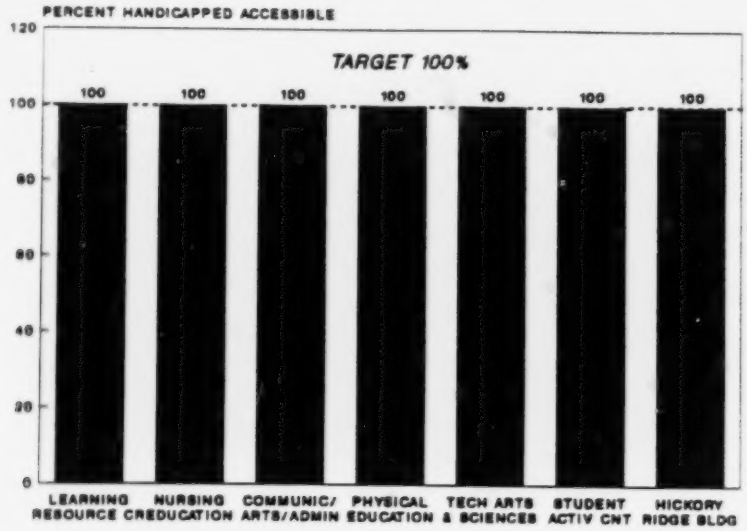
Indicators:
1. Facilities Accessibility
2. Disabled Students Enrolled
3. Disabled Student Evaluation of Accessibility of Facility

Goal Performance Outcome Summary: Based on state reports, all college facilities are accessible to students with disabilities based on former federal accessibility guidelines and prior to recent reconstruction. The number of students enrolled in credit courses who report themselves as disabled is approximately 130.

The Student Support Services program evaluations completed by students serviced have reflected that over 90% felt that the SSSP program has provided effective services such as counseling, advisement and accommodations.

Administrative Recommendations: The college needs to re-evaluate the accessibility of its' facilities under the new federal accessibility regulations with particular emphasis on recent renovations. More effective ways to collect information on the number of students with disabilities enrolled in credit and credit-free courses should be developed. Resources should be increased to provide for increased demand for reasonable accommodations as the need arises.

1. Facilities Accessibility



Rationale for Indicator: Facilities accessibility is an important measure of campus facilities which are accessible to disabled students.

Definition of Indicator: Total college space by building and the percentage of that space which is accessible to disabled students.

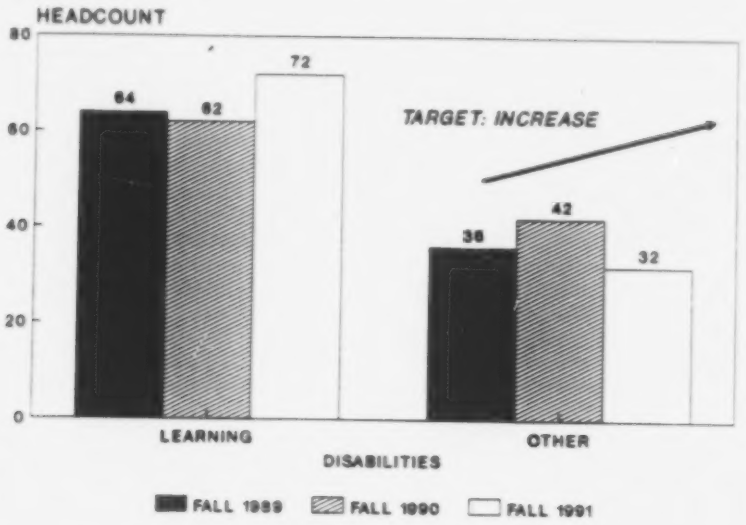
Source: MHEC State Facilities Report.

Three-Year Performance Target: To maintain 100% of college space will be accessible to disabled students. The college will look beyond the measure now of compliance with state standards and look to a more proactive measure. Facilities accessibility needs to be re-evaluated based on the new ADA law and federal accessibility guidelines. A task force represented by students with disabilities, plant operations, 504 coordinator and appropriate county and state representatives should re-evaluate our current status on facilities accessibility with emphasis on recent renovations.

Objective: To complete a re-evaluation of the college's compliance with federal accessibility guidelines, ADA and section 504 by the end of 1992.

Performance Outcome and Analysis: 100% of college space is accessible to disabled students. This goal has been met and all college space is accessible to disabled students.

2. Disabled Students Enrollment



Rationale for Indicator: Since it is hard to determine by any standard the number of disabled students in the population or as a percentage, and since students self-report, the frequency of those reporting is an indication of how well the college is reaching out to the disabled student population.

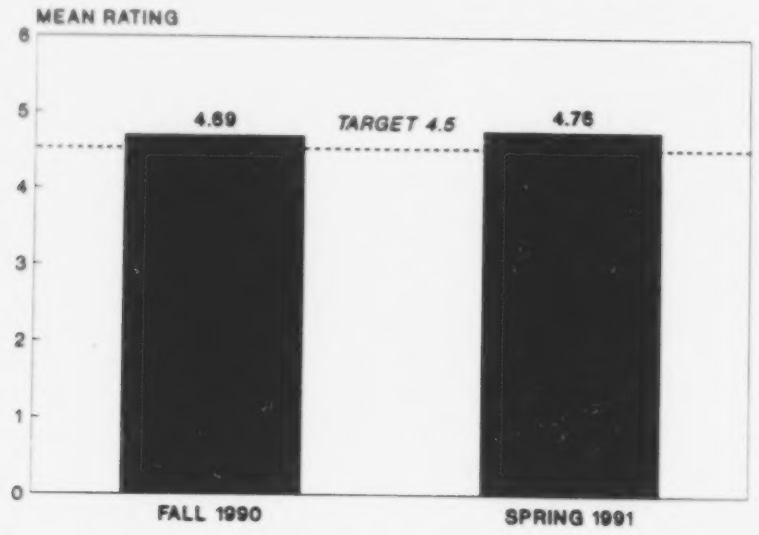
Definition of Indicator: Number of disabled students enrolled at the college as self-reported to the student support services area.

Source: Student Support Services figures as reported to SBCC in the report "Handicapped Students in Credit Programs."

Three-Year Performance Target: The number of reported disabled students enrolled will increase each fall. HCC's target is to serve all students with disabilities in need of reasonable accommodation. Since data is self-reported by students, the target assumes that some disabled students do not declare their status.

Performance Outcome and Analysis: The total number of reported disabled students enrolled in Fall 1989 increased slightly in the Fall 1990 and remained stable in Fall 1991. The number of learning disabled students decreased from 64 to 62, while the number of other disabled students increased from 36 to 42 from Fall 1989 to Fall 1990. In Fall 1991 the number of reported learning disabled students increased from 62 to 72, while that of other disabled students decreased from 42 to 32 from Fall 1990. Since the number of disabled students is a self-reported number, methods to increase self-reporting should be considered.

3. Student Evaluation (Services for the Disabled)



Rationale for Indicator: Student evaluation of services for the disabled is an important component of the evaluation of the services being offered.

Definition of Indicator: Overall student support services evaluation from the Project Evaluation Form. Students rate the program on a scale of 0 to 5.

Source: Student Support Services Program Evaluation

Three-Year Performance Target: Student support services will maintain a rate of 4.5 or higher.

Performance Outcome and Analysis: The target has been met for the last two semesters. The college should continue to monitor the indicator. Also, the program should attempt to draw more students into the program and into the survey.

GOAL F: FINANCIAL BARRIERS TO EDUCATION SHOULD BE REDUCED THROUGH MANAGEMENT OF BOTH TUITION RATES AND FINANCIAL AID.

Discussion of Goal: One of the most important issues of access and equity concerns the ever-rising costs of higher education. Two important dimensions must be considered: the costs of attending (primarily tuition) and the resources available (financial aid). This goal considers both of those keys dimensions and the interplay between them.

Indicators:

1. Tuition Trends
2. Eligibility/Receiving Ratio (Percent)
3. Financial Aid Requirements
4. Financial Aid Contributions
5. Student Assessment of Need

Goal Performance Outcome Summary: More information is needed for a complete analysis of funds raised and the tuition trend analysis. Indicators for the amount of aid provided and its impact show levels are up. Average aid per student is rising, the percent of applicants receiving aid is almost 100% showing the college is trying to provide at least some aid to every applicant. Unmet need is also down to 39%, and it should be noted this aid includes living and travel expenses. Student need for aid shows that two-thirds of students do not need aid, but a full 20% would like to receive it or get information on aid.

Administrative Recommendations: Overall the college is doing a good job, but there is still an unmet need for aid. Full recommendations can only be made when tuition analysis is complete.

College should continue to develop scholarship programs as a key component in aiding students and should also strive to reduce unmet financial needs.

1. Tuition Trends

NOT YET COMPLETED

Rationale for Indicator: Examining the relative costs of attending HCC is paramount when trying to reduce financial barriers to students.

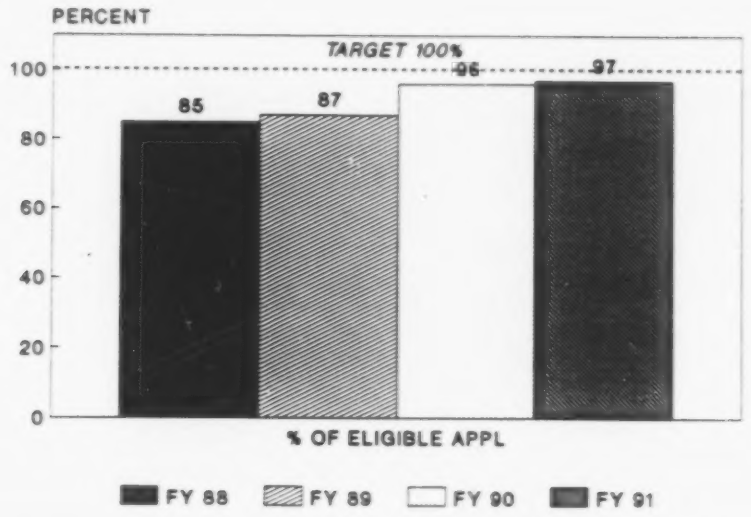
Definition of Indicator: Analysis of tuition rates for the college and percentage increase from year to year as compared to price indexes for the same period.

Source: College Tuition Records and Consumer Price Index (or Higher Education Price Index).

Three-Year Performance Target: None.

Performance Outcome and Analysis: Tuition rates have increased 29% since FY88 as fiscal needs dictate. This is only half of the measure. The measure will remain incomplete until cost index information is incorporated.

2. Eligibility/Receiving Ratio



Rationale for Indicator: The percent of students who are receiving aid is an important measure of the college's program to reach all those in need.

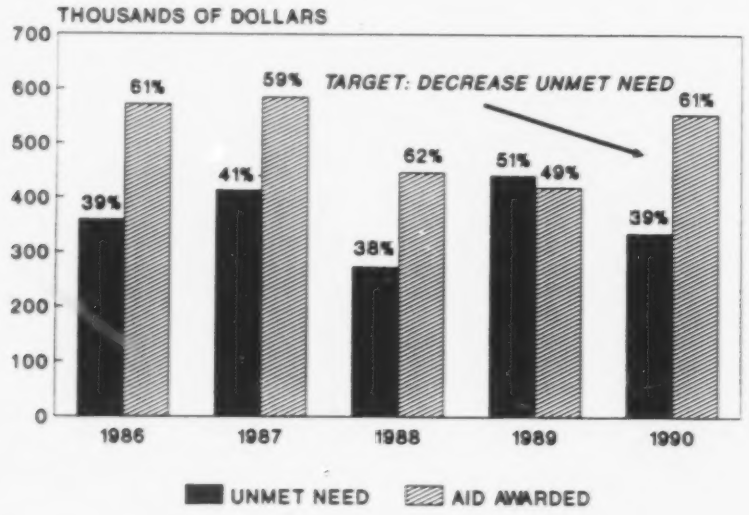
Definition of Indicator: Percent of students who are receiving some form of financial aid as a percent of those students who qualified for aid.

Source: Financial Aid Reports, S-5.

Three-Year Performance Target: 100% of students eligible to receive financial aid will receive aid.

Performance Outcome and Analysis: The percent of eligible students receiving aid has increased considerably since 1986. In 1989 and 1990 the level approached 100% This level may be as close to the target given other circumstances as possible. It must be noted that regardless of need, if a student receives any financial aid they are included as receiving aid.

3. Financial Aid Requirements



Rationale for Indicator: The total unmet need for aid is an important indicator of how well the college is doing in meeting financial aid requirements.

Definition of Indicator: Total unmet financial aid requirements, those students needing aid who have not received it, from the Financial Aid Need Priority Report from the Financial Aid Office. Total needs include tuition, books, traveling expenses.

Source: Financial Aid Office.

Three-Year Performance Target: The percentage of unmet need will decrease each year. Percentage has not yet been determined.

Performance Outcome and Analysis: The percentage of unmet need decreased in 1990 after increasing by 12% in 1989. The percentage must continue to decrease if the target is to be met.

4. Financial Aid Contributions

NOT YET COMPLETED

Rationale for Indicator: Financial aid contributions from the Foundation serve as an integral component of financial aid and as a measure of college support for financial aid.

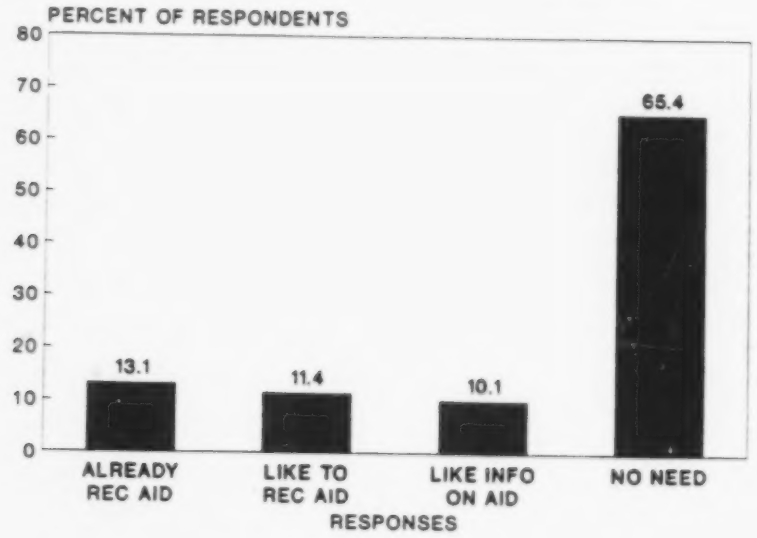
Definition of Indicator: Total development dollars raised in support of financial aid for students.

Source: Financial Records kept by the Development Office.

Three-Year Performance Target: Financial aid contributions from corporations and individuals will increase each year.

Performance Outcome and Analysis: Measure will be developed in the coming year.

5. Student Perception of Need



Rationale for Indicator: How students assess need is an important facet of the overall analysis of the need for financial aid and tuition levels.

Definition of Indicator: Students were asked if they already receive aid, would like to receive aid, would like information on aid, or have no need for aid.

Source: YESS Survey.

Three-Year Performance Target: Students' assessment of need will be surveyed and evaluated each year. No target is set for the first year.

Performance Outcome and Analysis: 1991 YESS survey results provide baseline data for evaluation of student assessment of need. 13% of respondents reported that they already receive aid, 11.4% would like to receive, 10% said that they would like information about the financial aid program and 65.4% said they were not in need of financial aid. The number of students participating in the YESS survey needs to be increased to gain a better measure of students' perception of need.

III. Learning Environment

The formal learning which an institution of higher education is charged to deliver generally requires an effective teacher, a motivated student and an environment which facilitates the interaction between the two. As such, Howard Community College is committed to providing the best possible learning environment for its faculty and students including the physical, intellectual and social-psychological components which will maximize student success.

Goal A: The college will provide a physical environment which is conducive to student learning.

Goal B: The college will provide an intellectual environment which promotes student learning.

Goal C: The college will provide a social-psychological environment which supports student learning.

GOAL A: THE COLLEGE WILL PROVIDE A PHYSICAL ENVIRONMENT WHICH IS CONDUCIVE TO STUDENT LEARNING.

Discussion of Goal: This goal is designed to ensure that the physical surroundings of the students, the campus, the spaces and equipment available are such that they support a positive learning environment.

Indicators:
1. Facilities Availability
2. General Facilities Assessment
3. Equipment Needs

Goal Performance Outcome Summary: Current space projections from the Master Site Plan show a projected space deficit of 31,000 net assignable square feet (NASF) by 1995. Detailed information on the current and projected deficits will be available when the facilities availability measure is developed. Overall facilities ratings at HCC are good with the exception of parking which is one of the lowest rated services. The new parking project should improve this rating at least through 1992. Other areas, although below targets to some degree, should see improvement with minor changes.

Administrative Recommendations: The space deficit projected for 1985 can be offset with the construction of the new instruction building, now in the preliminary planning stages. The deficit in parking spaces shown in the college's Master Plan will continue to increase through 1994. The current parking project should alleviate the need through 1992, but after this point the deficit will increase again. The college must continue to seek ways to alleviate the parking problem.

1. Facilities Availability

DATA NOT YET COMPILED

Rationale for Indicator: Assessment of needs and projected requirements are important to ensure the college has the facilities space available to meet educational demands.

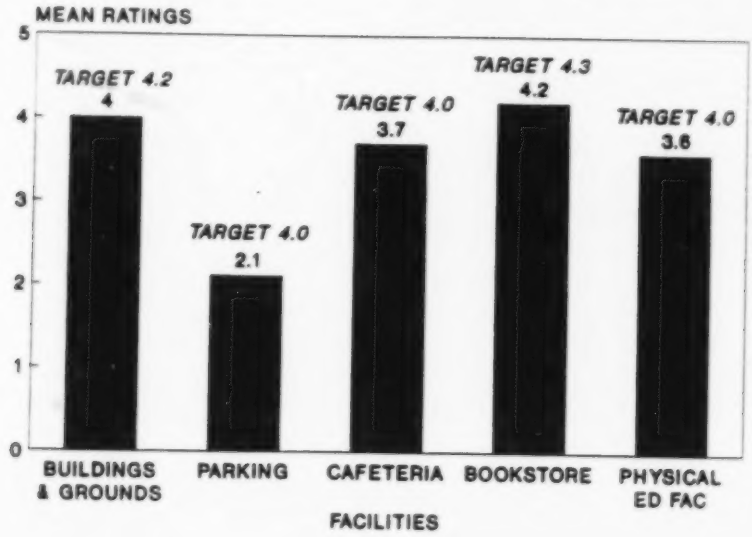
Definition of Indicator: Space available and space requirements at current levels and projected five years hence for all HEGIS space categories in square feet. Projections based on state guidelines for determining space requirements.

Source: Master Site Plan and Annual Space Reports.

Three-Year Performance Target: Facilities availability by HEGIS code will meet space requirements.

Performance Outcome and Analysis: Based on preliminary data, in five years an overall deficit of 31,000 NASF is projected. Current and future space needs for all space categories will be developed for a more comprehensive measure of facilities availability.

2. General Facilities Assessment



Rationale for Indicator: Student evaluations of facilities are important to allow the college to address the appropriate areas of student concern.

Definition of Indicator: Student evaluations of physical facilities and services including buildings and grounds, parking facilities, cafeteria, bookstore and physical education facility. Students rate these facilities on a 5-point scale, from 1 for "needs improvement" to 5 "excellent."

Source: YESS Survey.

Three-Year Performance Target: Mean ratings of student evaluations of physical facilities and services will be 4.2 for buildings and grounds, 4.3 for the bookstore and 4.0 for the remaining categories.

Performance Outcome and Analysis: 1991 YESS survey results provide baseline data for student evaluations of physical facilities and services. Buildings and grounds and the bookstore are close to the target with ratings of 4 and 4.2 respectively. The cafeteria and physical education facility rank lower at 3.6 and 3.7 respectively, while parking facilities rank incredibly low at 2.1. The rankings for the first four facilities areas all seem adequate for the first year; however parking is well below any acceptable norm. The additional parking lot under construction at this time should help raise the parking evaluation.

3. Equipment Needs

MEASURE NOT YET DEVELOPED

Rationale for Indicator: This measure will serve as an indicator of unmet equipment needs to carry out college programs and complements the space availability measures.

Definition of Indicator: Quantitative analysis of capital equipment requirements versus inventory, including computer equipment, audio visual equipment, etc. Indicator will be based on the dollar amount of that equipment.

Source: Capital Equipment needs list (to be compiled).

Three-Year Performance Target: The performance target cannot be fully determined at this time, however; the interim target will be to reduce the size of the capital equipment deficit by 20% per year in monetary value.

Performance Outcome and Analysis: Analysis will take place when the capital lists are compiled.

GOAL B: THE COLLEGE WILL PROVIDE AN INTELLECTUAL ENVIRONMENT WHICH PROMOTES STUDENT LEARNING.

Discussion of Goal: This goal covers numerous aspects of the requirements which are not strictly material which support an intellectual environment, such as library services and learning resources, adequate faculty to meet student needs, etc.

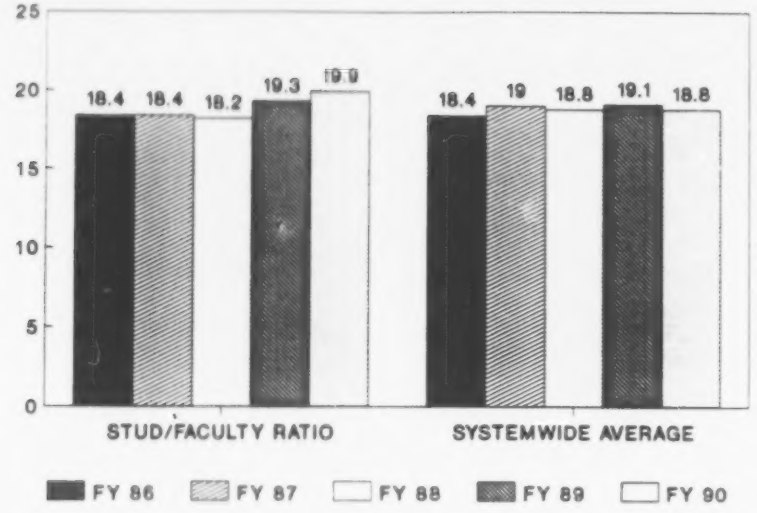
Indicators:

1. Student Faculty Ratio
2. Full-Time Faculty Teaching
3. Laboratory Assessment
4. Library/Learning Resource Center Assessment
5. Library Resources

Goal Performance Outcome Summary: The college student faculty ratio is good and in line with other colleges. The full-time faculty teaching ratio is improving and will continue to improve. Overall ratings on lab facilities by students are also very good, although a few need to be raised slightly. Ratings on the library are also good and show it is providing required services. Recent renovations should also increase library ratings.

Administrative Recommendations: The college should continue its commitment to increase the number of full-time teaching faculty. The college should continue to maintain the quality of teaching labs which support student learning.

1. Student Faculty Ratio



Rationale for Indicator: The ratio of faculty to students is an important measure of the service students can receive at a college both in and out of the classroom.

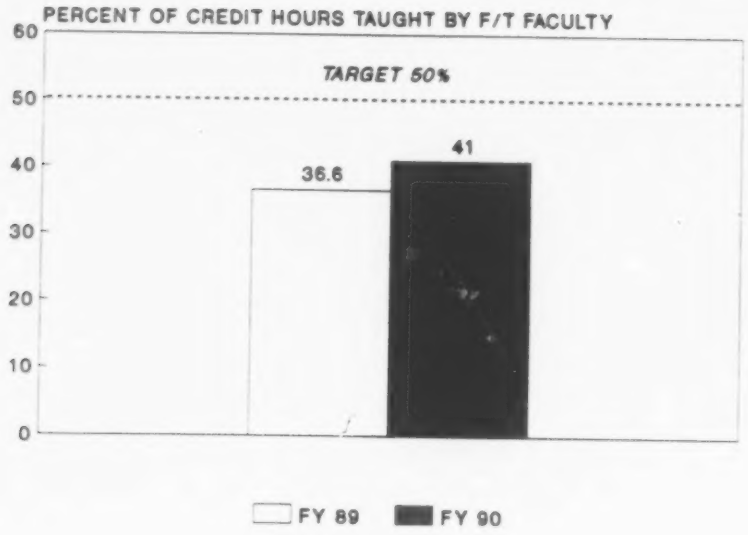
Definition of Indicator: The student faculty ratio is defined as the credit FTE per faculty FTE. Credit FTE is 30 credit hours and faculty FTE is 30 credit hours taught.

Source: State Reports.

Three-Year Performance Target: Student faculty ratio will remain consistent with system wide average ratio and will not exceed the statewide ratio by an appreciable amount.

Performance Outcome and Analysis: College ratios met or exceeded target for FY86 through FY88. In FY89, the ratio began to rise. Current ratio must decrease slightly to meet target. This ratio is likely to increase and decrease with a certain variability due to enrollment fluctuations and class sizes. The increase in the number of full-time faculty planned for the next fiscal year should reduce this ratio if enrollments do not increase too steeply.

2. Full-time Faculty Ratio



Rationale for Indicator: Full-time faculty can provide continuity of performance in classroom and serve as role models for students. This measure gives a reading of student contact with full-time faculty.

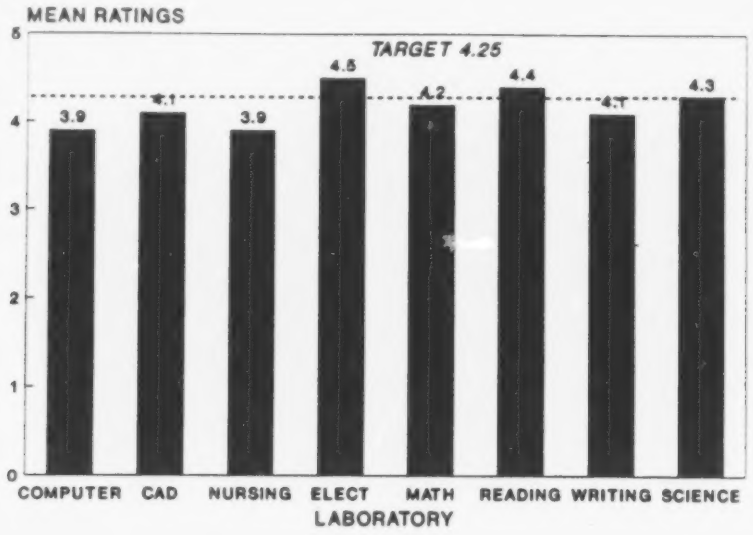
Definition of Indicator: Percentage of total credit hours taught by full-time faculty.

Source: Faculty Workload Analyses, VP/DOI.

Three-Year Performance Target: 50% of all credit hours will be taught by full-time faculty.

Performance Outcome and Analysis: The percentage of credit courses taught by full-time faculty has increased over the past two years; however, in order to meet the target percentage, 1990's rate would have to increase from 41 to 50 percent. This is an increase of almost 25% in hours taught by full-time faculty members. The increase in the number of full-time faculty members which is planned should help this number rise in the next few years.

3. Laboratory Assessment



Rationale for Indicator: This multiple measure assesses student evaluations of the multitude of lab space on campus. Student evaluation of space is important if a conducive learning environment is to be provided.

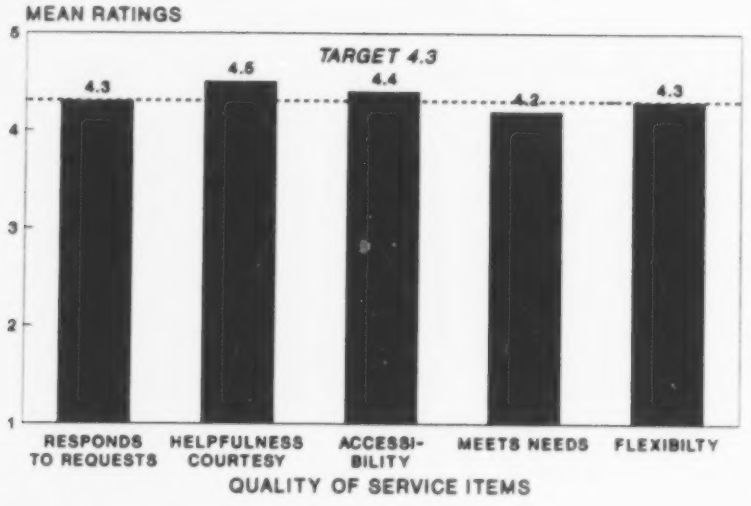
Definition of Indicator: Student and faculty assessments of laboratories including computer, nursing, CAD, electronics, math, reading and writing, and science. Students rate these facilities on a 5-point scale, from 1 for "needs improvement" to 5 "excellent."

Source: YESS Survey.

Three-Year Performance Target: Mean ratings of student assessments of laboratories will be 4.25 or higher over three years. The target should increase from a minimum of 4.1, to 4.15 to 4.25 over three years.

Performance Outcome and Analysis: 1991 YESS survey provides baseline data for student assessment of laboratories. Overall the labs rated highly. Those above the target levels were electronics, math, reading, and science. Writing and CAD were slightly below the target at 4.1, while computer and nursing lab ratings were lower at 3.9 each. These ratings indicate good lab assessment by students overall, although some improvements to labs in either equipment or services should be made if they are not already planned. The number of students participating in the YESS survey should be increased to ensure that the results reflect student opinion on the different types of labs.

4. Library Assessment



Rationale for Indicator: Library/Learning Resource Center is an important part of the intellectual environment of the college and student assessment is important in allowing us to understand what students need.

Definition of Indicator: Student evaluation of the services of the library and learning resources center along specific dimensions from the YESS survey. Students rate these dimensions on a 5-point scale, from 1 for "needs improvement" to 5 "excellent."

Source: YESS Survey.

Three-Year Performance Target: Mean ratings of student evaluation of the Library/Learning Resource Center will be 4.3 or higher. The goal has been met in all but one area.

Performance Outcome and Analysis: 1991 YESS survey results provide baseline data for student assessment of Library/Learning Resources. Ratings for all Library/LRC service dimensions were above the 4.2 target levels. "Meets needs" was the lowest at 4.2 and "helpfulness/courtesy" was at the top at 4.5. Student assessment figures for this area indicate the staff of the LRC is doing a commendable job. Library renovations should only improve this score in the next year.

5. Library Resources

LIBRARY RESOURCES			
	FY88	**FY89**	**FY90**
TOTAL STAFF FTE	7.75	9.0	11.0
TOTAL NUMBER OF VOLUMES	29,906	30,366	33,671
PUBLIC SERVICE HOURS PER WEEK	75	94	87

Rationale for Indicator: Library resources play an important role in supporting the teaching and learning environment at HCC and should be included in any measure of the intellectual environment.

Definition of Indicator: Information from library surveys as reported to IPEDS such as staff, material transactions, service hours, attendance, etc.

Source: IPEDS Reports, Academic Libraries.

Three-Year Performance Target: No target, informational only.

Performance Outcome and Analysis: From FY88 to FY90 the library staff increased from 7.75 to 11 FTE, the total number of volumes increased from 29,906 to 33,671, and public service hours per week increased from 75 to 87. Additional information on Library Services will also be offered at a later point in time.

GOAL C: THE COLLEGE WILL PROVIDE A SOCIAL-PSYCHOLOGICAL ENVIRONMENT WHICH SUPPORTS STUDENT LEARNING.

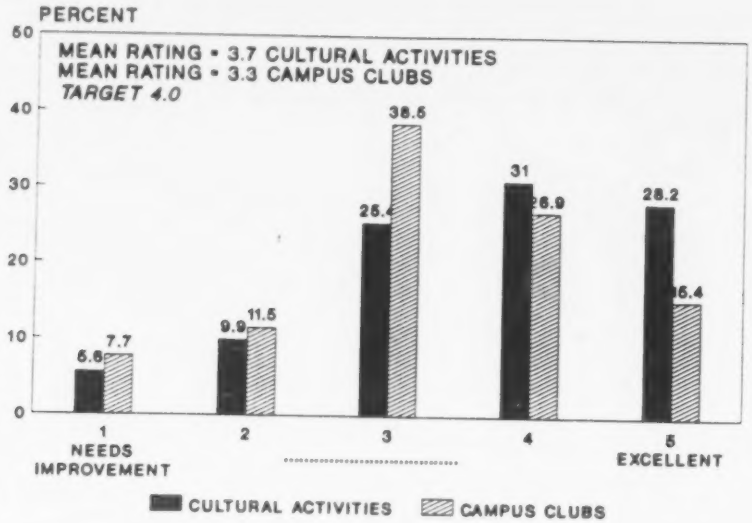
Discussion of Goal: The social and psychological environment of a college, the "feeling" that students have about the institution and place can add greatly to an environment which is positive and influences student learning in a positive manner. This goal is an attempt to address that issue and measure those things which often defy quantification and empirical analysis but are so important to the overall image and feeling of the college.

Indicator:
1. Cultural Activities Assessment
2. Sports Program Assessment
3. College Social Life

Goal Performance Outcome Survey: Overall ratings for this area are below those for the college as a whole. The goal is to raise the level of assessment of these service once time and also to improve assessment measures. Community colleges have a difficult task in creating a "college" environment considering that the vast majority as its students are non-traditional and part-time students.

Administrative Recommendations: Pursue methods to develop better measures of student satisfaction, by type of student. Next, implement strategies to meet the social-psychological needs of these students. This can be accomplished by increasing participation in the YESS survey and looking at the subgroups of students.

1. Cultural Activities Assessment



Rationale for Indicator: Student assessment of college cultural activities and clubs provides valuable information to determine students views of the intellectual environment.

Definition of Indicator: Student assessment of cultural activities and campus clubs. Students rate these activities on a 5-point scale, from 1 for "needs improvement" to 5 "excellent."

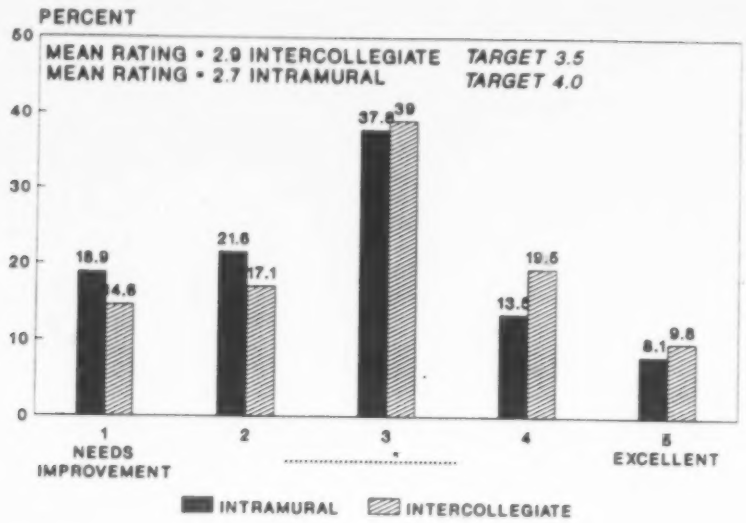
Source: YESS Survey.

Three-Year Performance Target: Mean rating for student assessment of cultural activities will be 4.0 or higher over the next three years. This target is based on the mean survey response rate plus one standard deviation. Cultural activity ratings should increase .1 per year and club ratings .25 per year.

Performance Outcome and Analysis: 1991 YESS survey results provide baseline data for student assessment. Overall ratings for both cultural activities and clubs were below the target levels with mean ratings of 3.7 and 3.3 respectively. An analysis of the frequency distribution for the respondents shows those rating cultural activities tend to be split fairly evenly among the top three scores and much lower on the bottom two scores. Campus clubs tend to have responses which are more normal in their distribution centering around an average mean.

Alternative measures are also being considered to assess the evaluations of services, by surveying direct participants to increase the number of those responding.

2. Sports Program Assessment



Rationale for Indicator: Sports programs are an important part of the environment of colleges, both at the intercollegiate and intramural level. Student assessment of those programs is an important factor in understanding how students feel about the programs.

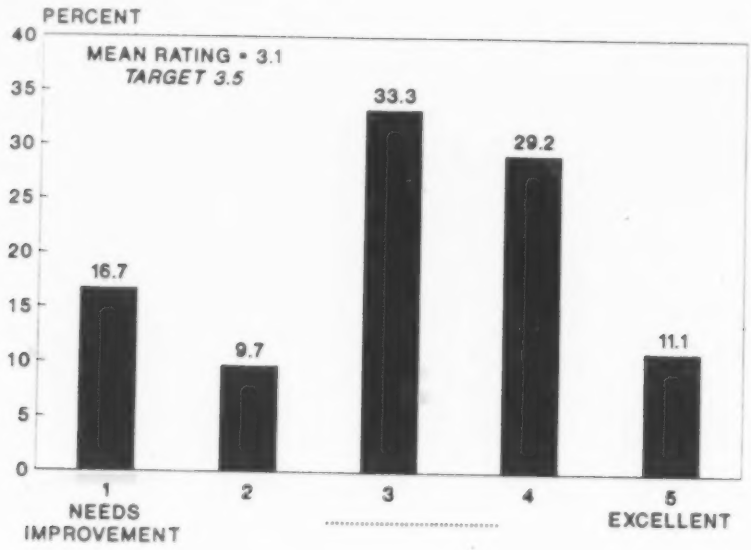
Definition of Indicator: Student assessment of intramural and intercollegiate sports programs at the college. Students rate these facilities on a 5-point scale, from 1 for "needs improvement" to 5 "excellent."

Source: YESS Survey.

Three-Year Performance Target: Mean rating for student assessment of intramural and intercollegiate sports programs will be 4.0 and 3.5 respectively. Both should increase in intervals over the next three years.

Performance Outcome and Analysis: 1991 YESS survey results provide baseline data for student assessment of sports programs. The mean ratings for student assessment of intramural sports and intercollegiate sports were very low at 2.7 and 2.9 respectively. Both programs need to improve their ratings if the baseline data is accepted. An analysis of the frequency distributions for both measures shows that the distributions are similar and normal centered on an average rating. Intercollegiate programs do get higher ratings above this point than intramural. However, 40% of students rate intramural sports in the bottom two categories and 32% rate intercollegiate programs that way. Alternative measures of activity participants are also being considered to increase the number of those who are surveyed.

3. College Social Life



Rationale for Indicator: College Social Life.

Definition of Indicator: Student assessment of college social life from the YESS survey. Students rate these facilities on a 5-point scale, from 1 for "needs improvement" to 5 "excellent."

Source: YESS Survey.

Three-Year Performance Target: Mean rating for student assessment of college social life will be 4.1 or higher by 1994. Over the next two years the target should be raised first to 3.5, then to 3.8.

Performance Outcome and Analysis: 1991 YESS survey results provide baseline data for student assessment of college social life. Student assessment of college social life is 3.1, well below the target of 4.0. An analysis of the frequency distribution of student responses shows that only 11% think it is excellent, while 16.7% think it needs improvement. A full third rated it in the center as average. Nearly a third rated it above average at 4.

IV. Customer Service

It is essential that Howard Community College continually strive to provide an excellent level of service that engenders loyalty and support among the thousands of citizens it serves. The way our students and the general community feel about the college will be reflected in whether they continue their studies at college, recommend the institution to their families and friends, and their continued support the college. The diverse nature of our student population and the competing post-secondary institutions in the county mandate a high level of individualized service including a responsive curriculum, efficient registration, flexible hours and convenient class scheduling. Additionally, Howard Community College must promote an atmosphere of service within the college to co-workers. By encouraging this atmosphere, the college will better service its external community while also increasing morale.

Goal A: The college will provide excellent service to its students.

GOAL A: THE COLLEGE WILL PROVIDE EXCELLENT SERVICE TO ITS STUDENTS.

Discussion of Goal: Throughout the strategic priorities, the college has developed goals to measure service to students in numerous ways. (i.e. retention, outcomes, quality of programs and facilities, etc.). This goal is established to measure the student's satisfaction with the college **as a whole**. Customer service to students is an essential component in the student's overall perception of the college's image .

Indicators:

1. Evaluation of College Services
2. Attitudes of Faculty and Staff

Goal Performance Outcome Summary: The YESS survey provides the basis for measuring Student Satisfaction Ratings. FY91 was the first year the survey was given and allowed the college to look at student ratings of services for the student body as a whole and for subgroups of the student body.

The survey found that on a 5.0 scale, all ratings for offices to be between 3.6 and 4.5 with an average of 4.1 which is very high. However, ratings on other elements of the college environment were lower ranging from 2.1 to 4.5 with an average of 3.5. Ratings for offices and other services should be separated in setting targets.

The attitudes of faculty and staff were 4.2 for faculty and 3.9 for staff. Although the ratings are above average, it is still felt that these should be reviewed with higher targets to strive for in future years.

Administrative Recommendations:

1. As this was the first year of the survey the response rate was lower than anticipated. Additional measures, such as class time completion of the survey, should be considered.

2. Specific follow-up studies should be done on the targeted areas in the "needs improvement" category.

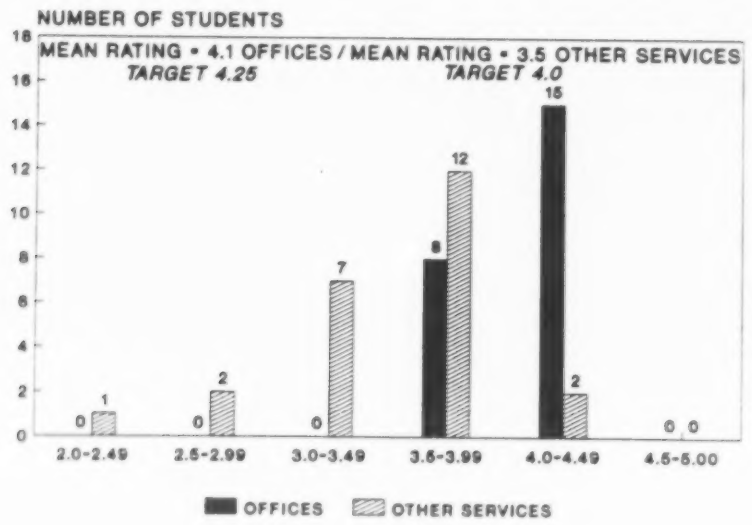
3. Consideration should be given to using additional indicators to measure service. One such indicator is to use unidentified customer service "shoppers" to measure the service in the areas.

4. Certain areas that rated low on the "other elements" section of the survey can only be improved if additional dollars are allocated to the area (i.e parking and the gym). Consideration needs to be given to this factor in measuring the ratings in these areas in future years.

5. Overall college wide staff development in the area of customer service needs to be more fully developed and promoted.

6. Since this was the first year of the YESS survey, comparisons between FY91 and FY92 should be closely analyzed, with possible considerations for adjustment of the goals and objectives.

1. Evaluation of College Services



Rationale for Indicator: The evaluation of college services by students is a good measure of customer services for students.

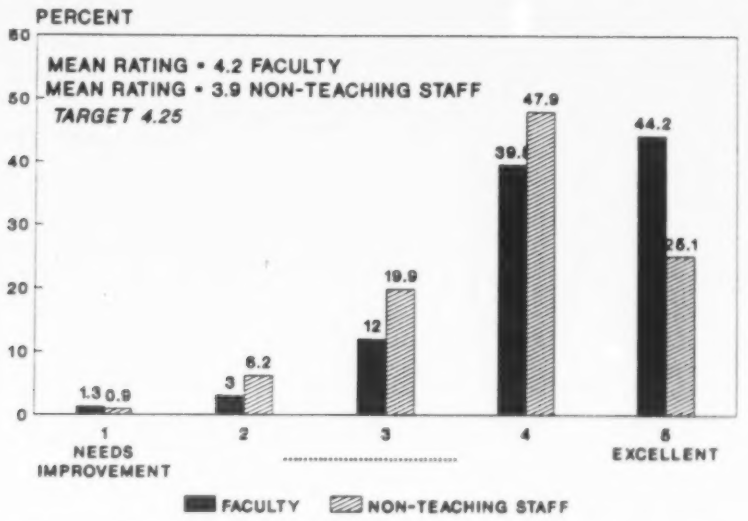
Definition of Indicator: Overall aggregate ratings of services for specific offices and other service aspects of the college. Services are rated on a 5-point scale with 5 as excellent and 1 as needs improvement.

Source: YESS Survey.

Three-Year Performance Target: A target of 4.25 by FY 1994 for the average rating for all offices and a target of 4.0 by FY 1994 for all other services.

Performance Outcome and Analysis: 1991 YESS survey results provide baseline data for student evaluation of college services. The overall rating for all college offices was 4.1 which is slightly above the target level. No offices rated below 3.5 and none above 4.5. For services the range was much broader, with services ranging from 1 in the 2 to 2.49 range to 2 in the 4 to 4.49 range. The mean was lower overall at 3.5.

2. Attitudes of Faculty and Staff



Rationale for Indicator: Attitudes of faculty and staff towards students are important indications of customer service.

Definition of Indicator: Student assessment of faculty and staff attitudes towards students from the YESS survey.

Source: YESS Survey.

Three-Year Performance Target: Mean rating for student assessment of attitudes of faculty/staff will be 4.25 on a 5-point scale with 5 being the highest by FY 1994.

Performance Outcome and Analysis: 1991 YESS survey results provide baseline data for student assessment of faculty and staff. Student assessment of attitudes of faculty towards students received one of the highest ratings in the YESS survey. Attitudes of staff towards students is lower with a rating of 3.9, which is below the goal. Faculty attitudes are probably higher among students due to the personal contact, however, staff should be aware of these ratings.

APPENDIX A: OLD AND NEW OUTLINE FORMAT

Goals are listed in new format	Old format
I. Student Learning and Teaching Excellence	A
Goal A Students will achieve their stated learning objectives.	A1
Goal B Students will express satisfaction with the quality of their educational experience.	A2
Goal C Evidence of student learning will be demonstrated, including measures of value-added education.	A3
Goal D The Academic Staff will be involved in teaching improvement activities designed to improve student learning.	A4
II. Student Access	B
Goal A Educational opportunities at HCC will be made available to every member of the community.	B1
Goal B Developmental services will be provided to allow students to participate in college courses.	B2
Goal C An image of openness and excellence reflective of the college will be maintained in the community.	B3
Goal D An efficient and effective admissions and registration process will be emphasized.	B3
Goal E Physical and facilities barriers to educational opportunities should be reduced and/or eliminated.	B4
Goal F Financial barriers to education should be reduced through management of both tuition rates and financial aid.	B5
III. Learning Environment	C
Goal A The college will provide a physical environment which is conducive to student learning.	C1
Goal B The college will provide an intellectual environment which promotes student learning.	C2
Goal C The college will provide a social-psychological environment which supports student learning.	C3
IV. Customer Service	D
Goal A The college will provide excellent service to its students.	D1

APPENDIX B: ACTIVITY AND GOAL MATRIX (PRELIMINARY)

NO.	MANAGER	ACTIVITY NAME	STRATEGIC PRIORITIES AND GOALS														
			I				II						III			IV	
			A	B	C	D	A	B	C	D	E	F	A	B	C	A	
1	Accountant	Rgstr. cashiering process								■							
2	Accountant	Excellent student service														■	
3	Accountant	Reduce financial barriers										■					
4	Director – Finance	Rgstr./cashiering								■							
5	Director – Finance	Excellent customer service														■	
6	Director – Admissions	High tech expo							■	■							
7	Director – Admissions	Young scholars porgram	■	■	■	■	■		■	■		■	■	■	■	■	
8	Director – Admissions	ConAP/SOCAD/SOCNAV					■		■	■							
9	Director – Admissions	Workshop for H.S. Sci. teachers					■		■								
10	Director – Admissions	Project cooperation			■												
11	Director – Admissions	Student tracking system	■	■	■		■	■	■	■						■	
12	Dir. – Fin. Aid/Vet. Aff.	Fin. aid Satisfactory Acad. Progress										■				■	
13	Dir. – Fin. Aid/Vet. Aff.	Fin. aid mail–in registration								■		■				■	
14	Dir. – Fin. Aid/Vet. Aff.	An evening of excellence														■	
15	Dir. – Fin. Aid/Vet. Aff.	Student tracking system						■									
16	Dir. – Fin. Aid/Vet. Aff.	ConAP/SOCAD/SOCNAV					■		■	■							
17	Dir – Records/Regist.	Automated room scheduling											■				
18	Dir – Records/Regist.	Phone–in registration								■						■	
19	Dir – Records/Regist.	Mail registration								■						■	
20	Dir – Records/Regist.	Walk–in registration								■						■	
21	Dir– Student Activities	Drug/alcohol awareness														■	
22	Dir– Student Activities	HCC Lecture Program													■	■	
23	Dir – Auxillary Serv.	Golf Classic/Grand Prix sales										■					
24	Dir – Auxillary Serv.	Child care feasibility committee					■										
25	Chief of Grounds	Support of special events										■					
26	Chief of Grounds	Facilities accessibility									■						
27	Cord. – Engr./Maint.	Instructional building committee									■		■				
28	Cord. – Engr./Maint.	Facilities Accessibility									■						
29	Cord. – Engr./Maint.	Plant Op. equipment survey											■				
30	Ex. Dir. – Plant Op	Eliminate barriers to disabled									■						
31	Ex. Dir. – Plant Op	Train plant op. personnel														■	
32	Chief of Housekeeping	Equipment needs											■				
33	Chief of Housekeeping	Computer prog. for housekeeping														■	
34	Dev. Counselor	Developmental counseling services 1													■	■	
35	Dev. Counselor	Employer job applicant database														■	
36	Counselor	Acad. adv. during registration														■	
37	Counselor	Career counseling														■	
38	Counselor	Guided self–help career center					■									■	
39	Counselor	Special populations					■									■	
40	Counselor	Personal & soc. counseling – students													■		
41	Counselor	Service for international students 1					■										
42	Counselor	Academic advising					■										
43	Dir. – Security	Improve customer service														■	
44	Dir. – Security	Improve student access					■				■						
45	Specialist – B & I	Evaluation of D.O.D. contract classes	■														
46	Coordinator – B & I	Survey apprenticeship graduates	■														
47	Coordinator – B & I	Staff dev. – apprenticeship instr.		■													
48	Specialist – B & I	Student course satisfaction – Con.Ed		■													
49	Coordinator – B & I	Con. Ed. goal achievement	■														
50	Coordinator – B & I	"College Corners"							■								
51	Spec. – Nurs. & Al. Hlth	Ger. Nurs. Asst. Certification Exam			■												
52	Spec. – Nurs. & Al. Hlth	MCCCCEN Evaluation Forms		■													
53	Coordinator, Carrer Pro.	Licen./certification exam results			■												
54	Cord.–Al. Hlth, Sp. Pop.	Employer rating of preparation			■												

APPENDIX B: ACTIVITY AND GOAL MATRIX (PRELIMINARY)

NO.	MANAGER	ACTIVITY NAME	STRATEGIC PRIORITIES AND GOALS														
			I				II						III			IV	
			A	B	C	D	A	B	C	D	E	F	A	B	C	A	
55	Dir. – SP & CD	Co–List					■		■								
56	Dir. – Computer Ser.	Student Course satis. Con. Ed.		■													
57	Dir. – Computer Ser.	Student tracking system		■													
58	Chair–Bus & Com. Div.	Co–List					■		■								
59	Chair–Bus & Com. Div.	Microlab Operation												■			
60	Chair–Bus & Com. Div.	Schedule Plus Evaluation							■								
61	Chair – Sci. & /Tech.	Establish Tech Prep Program	■	■	■												
62	Chair – Sci. & /Tech.	Dev. Grant prob.–solving techniques	■	■		■											
63	Chair – Sci. & /Tech.	Design new classroom facility											■	■			
64	Chair – Sci. & /Tech.	Curricula in high tech/construct. prog.	■	■	■												
65	Bus. Mngr.–Fine/Perf. Art	Auto Loop System for Smith Theatre									■						
66	Bus. Mngr.–Fine/Perf. Art	Management of Theatre outback													■		
67	Div. Chair – Humanities	Prog. – New expermental theatre													■		
68	Coordinator – Video Ser.	Prog. distributiion to west Howard Co.					■										
69	Spec. – Video Production	Internship prog. in TV production	■	■													
70	Spec. – Video Production	Interactive video college directory											■				
71	Assoc/Instruc. Assess	Program Development	■	■													
72	Assoc/Instruc. Assess	Minority retention					■										
73	Assoc/Instruc. Assess	Student evaluation of faculty		■		■											
74	Assoc/Instruc. Assess	Program review and evaluation	■	■	■												
75	Assoc/Instruc. Assess	Value–added outcomes assessment			■												
76	Dir. – Telecomm.	Improv. serv./faster response															■
77	Pub. Serv. Librarian	Generate funds for Library												■			
78	Pub. Serv. Librarian	College & Comm. support for Library												■			
79	Tech. Serv. Librarian	Implementation of INLEX												■			
80	Cord. Audio Visual Serv.	Upgrade/Maint. equip. & graphic serv.												■			
81	Div. Chair – Learn. Centers	Fac. orient., evening support, instr. dev.		■		■											
82	Assoc. Dean – Cont. Ed.	Analysis of goal achiev./course satis.	■	■													
83	Assoc. Dean – Cont. Ed.	Business participat./stud. information						■									
84	Asst. to VP/DOI	Tech prep project	■	■	■												
85	Div. Chair – Soc. Sci.	Young scholars program	■	■	■												
86	Div. Chair – Soc. Sci.	Criminal Justice Program	■	■													
87	Div. Chair – Soc. Sci.	Early Childhood Ed. Program	■	■													
88	Div. Chair – Soc. Sci.	Prom. cultural diversity in Soc. Sci. div.			■												
89	Div. Chair – Math	Faculty development program				■											
90	Div. Chair – Math	Fac. dev. – Peer Partnership				■											
91	Div. Chair – Math	Math Curriculum Revision		■	■												
92	Div. Chair – Math	Tracking System						■									
93	Cord. – Basic Skills	H. S. Diploma Recog. Ceremony	■														
94	Cord. – Basic Skills	ABE/ESL/GED program placement		■													
95	Cord. – Basic Skills	Ethnic Minority Outreach					■										
96	Cord. – Lifelong Learning	School of Tech. facilities agreement	■														
97	Cord. – Lifelong Learning	Increase Telecourse awareness							■								
98	Con. Ed. Specialist	School–age student evaluation		■													
99	Con. Ed. Specialist	Day care bridge course	■														
100	Chair. Hlth Sci./Dir. Nurs.	General Ed. for Career Programs		■	■												
101	Chair. Hlth Sci./Dir. Nurs.	Assessment & evaluation measures			■												
102	Chair. Hlth Sci./Dir. Nurs.	Evening/weekend nursing program					■										
103	Chair. Hlth Sci./Dir. Nurs.	Improv. perception of nursing labs												■			
104	Act. Div. Chair – CM/FL	Cord. faculty review of trans. prog.	■	■													
105	Act. Div. Chair – CM/FL	Supervise CM 111 outcomes analysis			■												
106	Act. Div. Chair – CM/FL	Cultural specific developmental studies					■	■									
107	Act. Div. Chair – CM/FL	Evalu. impact C/M cors. on stud. sucss.					■	■									
108	Exc. Dir. – Info. Serv.	Network col. computers via INTERNET												■			

APPENDIX B: ACTIVITY AND GOAL MATRIX (PRELIMINARY)

NO.	MANAGER	ACTIVITY NAME	STRATEGIC PRIORITIES AND GOALS													
			I				II						III			IV
			A	B	C	D	A	B	C	D	E	F	A	B	C	A
109	Exc. Dir. – Info. Serv.	Library automation												■		
110	Exc. Dir. – Info. Serv.	Student tracking system	■					■								
111	Dir. – PR/Marketing	High tech learning expo							■							
112	Dir. – PR/Marketing	HCC/Johns Hopkins Hosp. scholarship							■			■				
113	Dir. – PR/Marketing	Comprehen. prog/serv. marketing							■							
114	Dir. – PR/Marketing	Campus signage system											■			■
115	Dir. – PR/Marketing	Am. Cafe Columbia Classic Grand Prix										■				
116	Research Analyst	Dev. survey student not retain. fall/spg.	■													
117	Research Analyst	Dev. track. sys.–devlopmental stud.						■								
118	Dir.–Planning/Evaluation	Student tracking system	■	■				■								
119	Dir.–Planning/Evaluation	Community research projects					■									
120	Dir.–Planning/Evaluation	Faculty research project support			■	■										
121	Dir. – Dev./Alum. Rel.	Organized giving programs										■	■			
122	Dir. – Dev./Alum. Rel.	Foundation & federal grants prog.											■			
123	Dir. – Dev./Alum. Rel.	Grand Prix										■				
124	Dir. – Personnel/AA	Plan for implementation of ADA									■					
125	Div. Chair – Learn. Center	Library Renovations											■	■		
126	Cord. – Student Sup. Serv.	Career/transfer initiative program	■	■	■											
127	Cord. – Student Sup. Serv.	Learning assistance center	■					■								
128	Cord. – Student Sup. Serv.	High risk student programs						■	■		■					
129	Cord. – Student Sup. Serv.	Iron Hors. Adv./Cult. Clb./App for Stud.												■	■	

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